Grade 1, all subjects

Every written unit for this grade, subject by subject (unreviewed AI drafts)

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Grade 1 Language and Literacy: Blend, Read, and Spell

Subject: English language and literacy | Grade: 1 | Lessons: 5 | Time: about 25 minutes each

Status: written (unreviewed) | Author: GPT-6.1 Terra, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice.

Language and literacy progression

Big idea

Letters can stand for sounds. We can blend sounds to read a word, and listen for sounds to help spell one. Reading also means making sense of words.

What students should be able to do

1. Give the taught sounds for lower-case m, s, a, t, p, n, i in this unit's examples.
2. Blend a sequence of taught sounds to read an unfamiliar simple word.
3. Segment a spoken simple word into sounds and represent them with letters.
4. Read a very short controlled text, and answer a question about its meaning.
5. Answer a listening-comprehension question about a separate teacher read-aloud.

What students should already know

Students know that print carries meaning and can attend to and distinguish some speech sounds. At the start, ask them to blend oral /m/ /a/ /t/ and point to where a word begins on a line. If needed, model and practise oral blending and print direction before proceeding. The unit is English-specific; multilingual students bring valuable language knowledge. Speech and print experiences vary.

Lesson list

1. First sounds and blending: m, s, a, t.
2. Change a sound: add p and n; segment and spell.
3. A new vowel: add short i and compare words.
4. Words in a sentence: final /s/, capitals, punctuation, meaning.
5. Review and individual check: a small formative check.

Materials

Large-print letter cards m, s, a, t, p, n, i; a board or paper and marker; individual paper or accessible typing/letter-selection tools. Cards can be large pieces of paper, not small objects. Teacher prepares the original short text in lesson 4 and the check in lesson 5. No pictures are needed to guess words. Provide sufficient space, readable contrast, and appropriate access

supports. Do not require children to touch each other; use safe, supervised materials and follow local school rules.

Assessment

Use lesson 5's private, individual check and answer guide; record each response, self-correction, time and assistance, without a fixed pass score or diagnosis. Use the evidence to plan additional instruction. The listening question is separate from print decoding. Alternative pointing responses can show some recognition, but do not establish unaided oral blending.

Sources

The IES What Works Clearinghouse foundational reading skills practice guide is a general K–3 reference for teaching sound–letter relationships, decoding, and reading connected text. It does not validate this exact sequence or unit. The examples, texts and assessment here are original to this draft; no passage is copied from the guide. Oral language and teacher read-alouds should continue alongside this narrow phonics sequence.

Known gaps and cautions

This small sequence covers only seven letters and selected sounds, not all English sound–letter relationships. English pronunciations vary: use local, familiar examples and accept dialect differences; do not treat an accent as an error. The letters a and i represent the vowel sounds in mat and sit here, not their only sounds. Slash notation such as /a/ and /i/ is teaching shorthand for the vowel sounds in mat and sit, not an IPA transcription; the exact realization varies. Some students need more than one day per lesson and additional systematic instruction. No claim is made about grade-standard alignment, effectiveness, or individual needs. The very short controlled text is deliberately limited and is not a substitute for rich literature or comprehension work.

Lesson 1: First sounds and blending

Time: 25 minutes. Unit overview | Next

Goal

Connect m, s, a and t to their sounds and blend them in simple words.

Materials

Large letter cards, board and marker; paper or accessible response tools.

Steps

1. **Opening and readiness (4 min):** Say /m/ /a/ /t/ slowly and model blending: “mat.” Ask students to try, without print. Point to where to start reading a line. If this is new, practise orally and revisit later; do not treat this quick check as a diagnosis.
2. **Explicit model (6 min):** Show m, s, a, t. Say their sounds: /m/, /s/, short /a/ as in mat, and /t/. Model sustained /m/ and /s/; for /t/ make a brief sound without adding an “uh.” Name letters separately from sounds. Point left to right under m-a-t: /m/ /a/ /t/, “mat.”
3. **Guided practice (7 min):** Build mat, sat, am, at. Point, say sounds, sweep a finger left to right and blend; students follow with a teacher or accessible pointer. Explain each word briefly as needed. Change m to s in mat, blend sat. Do not ask students to guess from a picture.
4. **Discussion (4 min):** “What changed from mat to sat?” Example: “The first letter and sound: m to s.” “What stays?” Example: “a and t.”
5. **Closing check (4 min):** Show sat: expected /s/ /a/ /t/, sat. Ask what sound m makes: /m/. If unsure, model again and practise tomorrow.

Vocabulary

Sound: a speech sound. **Letter:** a written symbol. **Blend:** put sounds together to say a word.

Differentiation

- **Extra support:** Work orally first, then two letters, then three; provide larger print and more time. Reteach individually without public pressure.
- **Extra challenge:** Ask students to explain how mat and sat differ, then use each in an oral sentence. Don't add untaught spelling patterns.

⚠ Safety

Paper or large cards avoid small-object hazards. No student is required to read aloud publicly. Follow local material and accessibility guidance.

Teacher notes

The vowel /a/ here is teaching shorthand for the sound in mat, not IPA transcription or the letter name; pronunciations vary. An accent is not a mistake. Provide an accessible pointing or selection response if speech is inaccessible and record that it checks recognition, not necessarily independent oral blending. Oral meaning and read-alouds continue separately from this short decoding practice.

Lesson 2: Change a sound

Time: 25 minutes. Previous | Unit overview | Next

Goal

Use p and n with the first lesson's letters to read and spell simple words.

Materials

Large m, s, a, t, p, n cards; board; paper or accessible letter selection.

Steps

1. **Opening (4 min):** Review m, s, a, t and blend mat. Reteach as needed.
2. **Model (6 min):** Introduce p /p/ and n /n/. Make /p/ briefly without adding “uh.” Blend m-a-p, map; change m to t and blend tap. Explain the words orally, e.g. a map can show places.
3. **Guided activity (8 min):** Build and read map, tap, pan, man, nap. Say pan, segment /p/ /a/ /n/, and select p-a-n. Students segment nap and choose n-a-p. Say each sound, not a letter name, while segmenting.
4. **Discussion (3 min):** “How did pan become nap?” Example: “The first and last sounds traded places.” Discuss meaning: “What is a nap?” Example: “A short sleep.” Accept other reasonable explanations.
5. **Closing check (4 min):** Read tap (tap); spell spoken man (m-a-n). Model and give another supported attempt if needed.

Vocabulary

Segment: separate a spoken word into its individual sounds. **Spell:** represent a word with letters.

Differentiation

- **Extra support:** Use oral sound practice before cards; model one sound at a time and give more time. Use letter selection if writing is difficult.
- **Extra challenge:** Compare map and tap orally and explain which sound changed. Use each in an oral sentence.

⚠ Safety

Use large paper cards, not small loose parts when unsuitable. No forced public reading; follow school materials guidance.

Teacher notes

Use the short vowel in mat. Accept dialect differences. Multilingual learners may need examples and oral meanings explained; their other languages are assets. A response by

pointing supports participation but measures recognition differently from an independently spoken blend.

Lesson 3: A new vowel

Time: 25 minutes. Previous | Unit overview | Next

Goal

Read and spell words using the vowel sound in sit as well as the sound in mat.

Materials

Large m, s, a, t, p, n, i cards; board; paper or accessible letter selection.

Steps

1. **Opening (4 min):** Review sounds and blend mat and tap. If needed, repeat earlier instruction before introducing another vowel.
2. **Model (6 min):** Introduce lower-case i, the short vowel sound in sit. Model s-i-t /s/ /i/ /t/, “sit.” Contrast sat and sit: the middle letter and sound change. Use examples in the local variety of English.
3. **Guided activity (8 min):** Build and read sit, pin, tin, tip. Say pin, segment /p/ /i/ /n/, and select p-i-n. Students segment and spell tip t-i-p, with support as needed. Explain meanings orally, e.g. a tin is a metal container. Read and compare pan and pin.
4. **Discussion (3 min):** “What changed in pan and pin?” Example: “a changed to i; the middle vowel changed.” “What is the same?” Example: “p and n.”
5. **Closing check (4 min):** Read tin (tin). Spell spoken sit (s-i-t). Model and try again if needed.

Vocabulary

Vowel: a kind of speech sound; here a and i stand for the vowel sounds in mat and sit. Letters can represent different sounds in other words.

Differentiation

- **Extra support:** Use two large contrasting vowel cards and oral practice; allow extra processing time. Offer selection instead of handwriting.
- **Extra challenge:** Explain and use pan and pin in two oral sentences.

⚠ Safety

Use large cards and safe supervised materials. No forced public reading.

Teacher notes

Pronunciation varies by dialect and speaker; do not penalize an accent. When oral speech is inaccessible, pointing can show recognition, but not all the same skills as oral blending. Offer

explanations and oral discussion for multilingual learners without treating language difference as a deficit.

Lesson 4: Words in a sentence

Time: 25 minutes. Previous | Unit overview | Next

Goal

Blend a word with four sounds and read a short controlled text for meaning.

Materials

Large taught-letter cards; board or large-print copy of the original text below.

Steps

1. **Opening (4 min):** Review mat, tap and sit. Blend and explain meanings.
2. **Model (6 min):** Place t-a-p-s. Blend /t/ /a/ /p/ /s/, “taps”: four sounds, including final /s/. Model maps and naps in the same way. Explain that final s is /s/ in these examples, not in every English word. Explain the words orally; a map can show places, a nap is a short sleep.
3. **Read together (7 min):** Teach that capital S and T are forms of s and t; capitals begin the names Sam and Tim and these sentences. A period marks the end. Write and point under each word, blending where needed:

   Sam taps Tim. Tim taps Sam.

Names Sam and Tim use the taught short vowel sounds. Read once together, then offer a private supported reading or accessible response. The text is about light taps; no one has to touch anyone to demonstrate it. 4. **Discussion (4 min):** “Who taps Tim?” Expected: Sam. “Who taps Sam?” Expected: Tim. “Can we tell why?” No, the text does not say. Encourage students to distinguish a possible guess from what the words tell us. 5. **Closing check (4 min):** Read maps (/m/ /a/ /p/ /s/, maps). Ask what the period tells us (the sentence ends). Reteach as needed.

Vocabulary

Sentence: words expressing a thought. **Period:** a mark that can show a sentence has ended. **Capital:** a larger form of a letter used in names and at sentence beginnings.

Differentiation

- **Extra support:** First blend tap, then add /s/. Use large print, a pointer, more time and individual help. Allow selection responses where needed.
- **Extra challenge:** Segment naps into /n/ /a/ /p/ /s/ and explain what can and cannot be inferred from the short text.

⚠ Safety

No forced touch or public reading. Use safe, supervised materials.

Teacher notes

These final s examples all use /s/, but English endings are not always /s/. Avoid “uh” after /t/ and /p/. Respect pronunciation differences. A selection response shows recognition rather than necessarily independent oral reading. This minimal text is not a substitute for listening to rich read-alouds.

Lesson 5: Review and individual check

Time: about 25 minutes of group teaching, plus brief individual checks as time allows. Previous | Unit overview

Goal

Use the taught sound–letter relationships to read and spell, and show understanding of separately heard language.

Materials

Large taught-letter cards, paper or accessible selection tools, individual check cards prepared below, and a teacher recording sheet. Show only one print item at a time. Do not practise the four check words before the check.

Steps

1. **Opening (4 min):** Review sounds m, s, a, t, p, n, i. Blend mat and sit. Give corrective modeling without judging a student's accent.
2. **Model and guided practice (8 min):** Segment map /m/ /a/ /p/ and spell m-a-p. Read taps /t/ /a/ /p/ /s/. Ask students to explain how sounds help them read or spell. Example: “I put the sounds together.”
3. **Listening (5 min):** Teacher reads this original text aloud, not as independent decoding: “A child finds a small plant bent toward a window. The child turns the pot. Later, the plant has bent toward the light again.” Ask: “What did the child turn?” Expected: the pot. “Where did the plant bend later?” Expected: toward the light. Accept equivalent wording.
4. **Discussion (4 min):** “What can you do when a word is unfamiliar?” Example: “Look at its letters, say their sounds, and blend.” Reading for meaning matters too; don't guess words from a picture or first letter.
5. **Closing (4 min):** Together read pin and segment spoken nap: /n/ /a/ /p/. Tell children the next check helps plan teaching, not rank them.

Individual check and answer guide

Conduct privately, with a familiar adult, on another day or while a separate activity is supervised. Allow unhurried response; no timed cutoff. Record each response, self-correction, approximate time if helpful, and any prompts or assistance. No coaching before recording an initial response; support can follow and should be noted. The four real words and two novel strings use only taught letters and patterns, but have not been practised in these lessons.

Show	Expected blend	Expected response
sip	/s/ /i/ /p/	sip
tan	/t/ /a/ /n/	tan
nip	/n/ /i/ /p/	nip
pit	/p/ /i/ /t/	pit
mip	/m/ /i/ /p/	mip (invented item)

Show	Expected blend	Expected response
sim	/s/ /i/ /m/	sim (invented item here; may be a word or abbreviation elsewhere)

Explain that the last two are pretend items for the task, not tests of word knowledge; they can occur in other contexts or languages. They offer a limited look at transfer and do not diagnose a reading difficulty. If an accent changes the expected pronunciation, evaluate the intended taught correspondences in that variety rather than demanding an artificial accent.

Spelling: Say mat, use it in an oral sentence if needed, repeat it, and ask the student to represent its sounds: /m/ /a/ /t/, m-a-t. Repeat with pin: /p/ /i/ /n/, p-i-n. Note whether the student writes, types or selects letters and the support given. These spelling words were practised; this is a separate skill from decoding the check items.

Listening: After the teacher-read text above, ask “What did the child turn?” Expected: the pot. This checks listening to this text, not independent reading. A drawing, gesture or pointing to the pot among teacher-prepared choices can be an accessible response; record the mode and choices used.

Use results: Note which sound, blending step or spelling sound needs more practice. Reteach that element explicitly and check again with different taught items after practice. No arbitrary passing score, diagnosis or placement judgment follows from this small, unvalidated check. Discuss persistent concerns with qualified educators and families using local procedures.

Vocabulary

Self-correction: noticing and changing one's own response. **Assessment:** a way for a teacher to learn what to teach next.

Differentiation

- **Extra support:** Large print, extra time, a quiet setting, or letter selection instead of handwriting. Record all assistance and response mode. If speech is inaccessible, pointing to a word among choices may show recognition but does not establish independent oral blending; document the choices. Multilingual learners can discuss meanings in familiar languages.
- **Extra challenge:** Explain a sound change in mat/sat and make an oral sentence with a practised word, without turning assessment into a speed race.

⚠ Safety

No public ranking or forced public reading; use safe materials and follow school privacy practices for records.

Teacher notes

The check is a small formative snapshot, not validated or comprehensive. Separate listening comprehension, decoding and spelling observations. Use local pronunciation and accessible communication; a different accent is not a reading error. Continue rich oral language and read-alouds alongside phonics.

Grade 1 Language and Literacy: Long Vowel Sounds with Magic e and ee, ai, oa

Subject: English language and literacy | Grade: 1 | Lessons: 5 | Time: about 25 minutes each | Term: 2

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 2
Language and literacy progression

Big idea

A vowel letter can stand for more than one sound. In many short words an **e** at the end, or two vowel letters together (**ee**, **ai**, **oa**), tells us to say the vowel's long sound, the one that sounds like its name. Reading the same short book again helps it sound smooth.

Outcomes

By the end of the unit, most children can:

1. Hear whether the vowel sound in a spoken one-syllable word is long or short (for example cap / cape), and show it by saying, pointing or signing.
2. Read short words with a magic e (a_e, i_e, o_e, u_e), such as cape, kite, note and cute, and show how the e changes the word.
3. Read short words with **ee**, **ai** and **oa**, such as seed, paid and goat.
4. Read two new tricky words, said and was, as whole words.
5. Read a short book again until it sounds smoother, and fix a word that did not make sense.

Prior knowledge

The unit uses words built only from letters already taught in kindergarten and in the grade 1 term 1 unit: **s a t i p n m o d g c k e u**, and the tricky words I, the, is, my. Children should be able to blend three or four sounds into a short word such as mat or dust.

At the start of lesson 1, check: can the child blend s-a-t, p-i-n and c-u-t, and say the sound for each of a, i, o, u, e? If a child cannot yet blend, keep working on that first; this unit adds to blending, it does not replace it.

Lessons

1. Long and short vowel sounds: listening only; cap or cape?
2. Magic e with a and i: cap becomes cape, pin becomes pine.
3. Magic e with o and u, and two tricky words: not becomes note; said, was.

4. ee, ai, oa: two letters, one long sound.
5. Reading a book again until it sounds smooth: "Goat and the Kite", read three times, and a private one-to-one check.

Materials (whole class unless noted)

- Large-print letter cards for s, a, t, i, p, n, m, o, d, g, c, k, u, and a separate **magic e card** (a large e on a card of a different colour, with a raised edge or a strip of tape so it can be felt).
- Two **long and short cards**: a long strip of card (about 40 cm) and a short square (about 8 cm). Different lengths can be felt as well as seen.
- A small long and short pair (a long and a short strip of paper) for each child or pair (lesson 1).
- Large-print word cards for each lesson (listed in each lesson).
- Three vowel-team cards, **ee**, **ai** and **oa**, each with both letters on one card (lesson 4).
- Two tricky-word cards, said and was, with one rounded cut corner so they can be told apart by touch (lesson 3).
- The one-to-one check card (in lesson 5).
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- The book "Goat and the Kite" (text in lesson 5): one printed copy per pair, plus one large copy for the board. Copies are made by the teacher from the text; there is no publisher.
- Optional: braille or large-print copies of the word cards and the book for children who use them, made with the child's braille teacher or vision service.
- A quiet corner and a simple record sheet for the one-to-one check (lesson 5).

⚠ Safety and access

- Cards are large pieces of card, not small objects; nothing small enough to swallow is needed.
- **Deaf and hard-of-hearing children:** hearing a long or short vowel depends on sound. Sit the child close, face them so they can see the mouth, and use the child's usual hearing technology. The long and short cards give a visual and touchable signal. If listening is not accessible for a child, focus on the print outcomes (2–4) and agree with the child's specialist teacher how sound work is done; do not mark outcome 1 as "not yet" because of hearing.
- **Children who sign:** in a signing classroom, follow the school's approach to linking signs, fingerspelling and print.
- **Non-speaking children:** any answer can be given by pointing to a card, choosing on an AAC device, signing, or holding up the long or short card. Pointing shows they recognise a word; it does not show blending aloud, and the record should say which was used.
- **Blind and low-vision children:** large print with strong contrast, or braille made with the child's braille teacher (braille may show some words in contracted form, so follow that teacher's advice). The magic e card and the long and short cards can be told apart by touch.
- **Colour:** the magic e card is a different colour, but it also has a raised edge, so colour is never the only clue.
- **Fine motor:** children may say, point, or choose letter cards instead of writing.

- **Reading aloud is never forced in front of the class.** No timing of reading in public, no reading-speed charts, and no rankings. Reading alone to an adult happens privately, in lesson 5.
- Accents differ. Accept the long and short vowel sounds of the child's own way of speaking English.

Assessment

- **Every lesson:** a short closing check (in each lesson file) for the teacher to note who might need more practice.
- **Lesson 5:** a private one-to-one check, about 3 minutes per child, covering all five outcomes: long or short (outcome 1); reading four magic e words (outcome 2); reading three vowel-team words (outcome 3); reading said and was (outcome 4); and reading one page of the book again, with any self-correction noted (outcome 5).
- Record what each child did and what helped, with no score or pass mark. Use the record to plan who needs more practice with which pattern.
- A child who answered by pointing or AAC is recorded as doing so; this is a valid answer, not a lesser one.

Sources

- Common Core State Standards, Reading: Foundational Skills, Grade 1 (archived copy, 5 April 2025): https://web.archive.org/web/20250405094820/https://www.thecorestandards.org/ELA-Literacy/RF/1/
  - RF.1.2.a: "Distinguish long from short vowel sounds in spoken single-syllable words."
  - RF.1.3.b: "Decode regularly spelled one-syllable words."
  - RF.1.3.c: "Know final -e and common vowel team conventions for representing long vowel sounds."
  - RF.1.3.g: "Recognize and read grade-appropriate irregularly spelled words."
  - RF.1.4.b: "Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings."
  - RF.1.4.c: "Use context to confirm or self-correct word recognition and understanding, rereading as necessary."
- Wikipedia, "Phonics": https://en.wikipedia.org/wiki/Phonics
  - Long vowels "have the same sound as the names of the vowels", and "The way that educators use the term 'long vowels' differs from the way in which linguists use this term."
  - Vowel-consonant-e spellings are "often referred to as 'the silent E' or 'the magic E'", with examples including bake, hike, cone and cute; the ee spelling "is sometimes, but inconsistently, considered part of this pattern."
  - "The ai in sail is a vowel digraph." The rule "when two vowels go walking, the first one does the talking" has "been almost universally discarded owing to the many non-examples".
- IES What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (practice guide landing page only): https://ies.ed.gov/ncee/wwc/PracticeGuide/21 . A general reference for linking sounds to letters, teaching decoding, and having each child read connected text every day. It does not validate this exact unit.
- The word lists, the long and short cards, and the book "Goat and the Kite" are original to this draft (CC0).

Known gaps

- Written 10 November 2026. Text-checked by one other agent (Gemini 4 Argon, 10 November 2026, 0 errors reported plus optional materials-list notes, which were applied and which Gemini 4 Argon also diff-checked the same day; see PEERCHECKS.md); not yet reviewed by a teacher. A text check is not classroom testing.
- **Letters this unit assumes.** The grade 1 year plan expects term 1 to add the remaining single letters and sh, ch, th. The written term 1 unit teaches m, s, a, t, p, n, i, and kindergarten taught s, a, t, i, p, n, m, o, d, g, c, k, e, u. So this unit uses only those letters. Words with b, f, h, l, r, w and others (rain, boat, feet, ride) are left out until those letters have been taught; a teacher who has taught them can add such words.
- Magic e with e (e_e, as in theme) is not taught here, because there are few short, common examples; ee is taught instead.
- Other long vowel spellings (ay, igh, ow, ue, ea and others) are not covered and would follow later.
- The tricky words said and was are an example, not taken from a source list.
- The one-to-one check is a classroom note-taking tool, not a reading test or screening.

Lesson 1: Long and Short Vowel Sounds

Unit overview - Next: Lesson 2

Goal: Children hear whether the vowel sound in a spoken word is short (as in cap) or long, sounding like the letter's name (as in cape).

Length: 25 minutes

Materials

- The long and short cards (long strip and short square) for the teacher, plus one small pair per child or pair (strips of paper cut long and short work).
- Letter cards a, i, o, u.
- Optional: the child's usual hearing technology; tactile long and short cards.

Steps

✎ Opening (3 min)

Say: "Vowels are letters like a, i, o, u. Each one can make a short sound and a long sound. The long sound sounds like the letter's name." Hold up a: "Short: /a/ as in cap. Long: like its name, as in cape." (Slash letters here are teaching shorthand, not IPA.)

Warm-up: prior-knowledge check (4 min)

Blend aloud together: s-a-t, p-i-n, c-u-t. Hold up a, i, o, u in turn; children say or sign the short sound. Note anyone who cannot yet blend (see README, Prior knowledge).

✎ Main activity: long or short? (12 min)

1. Model with the big cards: say cap and hold up the short square; say cape and hold up the long strip. Stretch the vowel a little without distorting it.
2. Say each pair. Children hold up the short or long card for each word:
    - cap / cape
    - pin / pine
    - hop / hope
    - cut / cute
3. Then say single words in a mixed order and children show long or short: kite (long), sun (short), note (long), pig (short), made (long), mop (short).
4. Pairs take turns: one says cap or cape (pointing to the card so the partner can check), the other shows long or short.

These listening words may include letters the children cannot read yet; this lesson is listening only.

✓ Discussion questions (with answers) (3 min)

- "In cape, does the a sound like its name?" Yes.
- "Is the sound in pin long or short?" Short.
- "Which word has the long sound, hop or hope?" hope.

✓ Closing check (with answers) (3 min)

Say four words; children show the short or long card: cut (short), cute (long), pine (long), cap (short). Note who is unsure for more practice.

Vocabulary

vowel, long sound, short sound

Differentiation

- **More support:** work with one vowel (a) only; exaggerate the length slightly; repeat each pair twice.
- **Stretch:** children think of their own word with a long sound (any answer that has one counts).
- **Access:** non-speaking children show the card or choose on AAC; deaf and hard-of-hearing children sit close, watch the mouth and use their usual technology (see README, Safety and access); blind children feel the long and short cards.

⚠ Safety

The cards are large and flat. Accept the child's own accent.

Lesson 2: Magic e with a and i

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children read words with a_e and i_e and show how adding e changes a short vowel to a long one.

Length: 25 minutes

Materials

- Letter cards c, a, p, t, m, d, n, i, k, and the magic e card.
- Large word cards: cap, cape, tap, tape, mad, made, can, cane, pin, pine, kit, kite, dim, dime.
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- The long and short cards.
- Optional: braille or large-print word cards; tactile magic e card.

Steps

✎ Opening (3 min)

Review lesson 1: say cap and cape; children show short or long.

Warm-up (4 min)

Build cap with letter cards. Everyone blends it. Then add the magic e card at the end: "This e makes no sound of its own here. It tells the a to say its name." Blend cape together.

✎ Main activity (12 min)

1. Change and read. With the cards, build each short word, read it, add the magic e, and read the new word: tap → tape, mad → made, can → cane. Then the i words: pin → pine, kit → kite, dim → dime.
2. Sort. Show the word cards one at a time, mixed. Children read each word and show long or short.
3. Write. Say tape; children write it (or choose letter cards). Then pin, kite, made. Check together: does it end in e if the sound is long?

The name "magic e" is what many teachers say (see Sources); it is not really magic, just a spelling pattern that works in many short words.

✓ Discussion questions (with answers) (3 min)

- "What changed when we added e to pin?" It became pine; the i said its name.
- "Does the e at the end of kite make a sound?" No, it is silent.

- "Kit or kite: which has a long sound?" kite.

✓ Closing check (with answers) (3 min)

Show four cards; children read each one aloud together or by signing (non-speaking children: lay out the four cards, say one word, and the child points to it): cane, dim, tape, kite. Then: "Which ones have a magic e?" cane, tape, kite.

Vocabulary

magic e, silent, long sound

Differentiation

- **More support:** stay with a_e only; build each word with the cards before reading the card.
- **Stretch:** read mane, date, time, side (all use taught letters).
- **Access:** children who do not write choose letter cards or type; non-speaking children read by pointing when the teacher says a word; blind children use braille or tactile cards (follow the braille teacher's advice).

⚠ Safety

Large flat cards only.

Lesson 3: Magic e with o and u, and Two Tricky Words

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children read words with o_e and u_e, and read the tricky words said and was as whole words.

Length: 25 minutes

Materials

- Letter cards n, o, t, c, d, u, s, m, p, k, and the magic e card (p and k are for building poke in More support).
- Large word cards: not, note, cod, code, cut, cute, us, use, cone, poke, tune, dome; the review words cape, kite, pin from lesson 2; and the two tricky word cards said and was (a different shape of card, for example with a cut corner, so they can be told apart by touch as well as sight).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- The long and short cards.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Quick review: read cape, kite, pin together. Which have a magic e?

Warm-up (4 min)

Build not with letter cards, read it, add the magic e: note. "The magic e works with o too." Then cut → cute: "And with u. Long u can sound like its name, you."

✎ Main activity 1: o_e and u_e (8 min)

1. Change and read with the cards: cod → code, us → use.
2. Read the word cards cone, poke, tune, dome together. Children show long or short for each (all long).
3. Mixed sort: not, note, cut, cute, code. Children read each one and show long or short. Answers: short, long, short, long, long.

✎ Main activity 2: two tricky words (4 min)

Show said. "Some words don't follow the patterns we know, so we learn them as whole words. This one says said." Read it, spell it aloud together, write it once. Then the same for

was. Put both on the class tricky-word wall next to I, the, is, my. (These two words are an example; a school may use its own list.)

✓ Discussion questions (with answers) (3 min)

- "What does the e do in note?" It makes the o say its name; it is silent.
- "Can we sound out said with our letter sounds?" Not with the sounds we know; we learn it as a whole word.
- "Which is long, us or use?" use.

✓ Closing check (with answers) (3 min)

Show cute, not, said, code. Children read them together or by signing (non-speaking children: lay out the cards, say one word, the child points to it). Answers: cute (long), not (short), said (tricky word), code (long).

Vocabulary

magic e, tricky word, long sound

Differentiation

- **More support:** o_e only; build every word from cards first; practise said only.
- **Stretch:** read mute, dune, tone, mope.
- **Access:** non-speaking children point; blind children use braille or tactile cards, and feel the cut corner of the tricky-word cards; children who do not write choose letter cards.

⚠ Safety

Large flat cards only. The cut corner is rounded, not sharp.

Lesson 4: ee, ai, oa

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children read words in which two vowel letters together (ee, ai, oa) make one long vowel sound.

Length: 25 minutes

Materials

- Three large team cards: **ee**, **ai**, **oa** (each two letters on one card).
- Letter cards s, d, n, m, t, p, g, c, k.
- Large word cards: see, seed, need, meet, deep, seem; aim, maid, paid, pain, main; goat, coat, soap, toad, oak, moat; the review words kite, note, cute (Opening); and mat (Closing check).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- The long and short cards.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Read kite, note, cute together. "Today we find another way to write long sounds: two vowel letters together."

Warm-up (4 min)

Show the **ee** card: "These two letters together make one sound, the long e." Build s + ee → see, then s + ee + d → seed.

✎ Main activity (12 min)

1. **ee** (3 min): read need, meet, deep, seem together. Build one with cards.
2. **ai** (3 min): show the ai card: "long a, like its name." Read aim, maid, paid, pain, main.
3. **oa** (3 min): show the oa card: "long o." Read goat, coat, soap, toad, oak, moat.
4. **Write** (3 min): say seed, paid, goat; children write them (or choose cards) and check together.

Some children may have heard "when two vowels go walking, the first one does the talking". Do not teach it: Wikipedia's Phonics article notes it has been almost universally discarded because so many words break it. Instead say: "These teams make long sounds in these words. We'll learn other teams later."

✓ Discussion questions (with answers) (3 min)

- "How many sounds does ee make in seed?" One (the long e).
- "Which team is in paid?" ai.
- "Is the o in goat long or short?" Long.

✓ Closing check (with answers) (3 min)

Show meet, main, coat, mat. Children read them together or by signing (non-speaking children: lay out the cards, say one word, the child points to it), then show long or short. Answers: long, long, long, short.

Vocabulary

vowel team, long sound

Differentiation

- **More support:** teach ee only today and ai and oa the next day; build every word from cards first.
- **Stretch:** read seen, teen, coast, toast.
- **Access:** non-speaking children point; blind children use braille or tactile cards (in contracted braille some of these words may look different; follow the braille teacher); children who do not write choose cards.

⚠ Safety

Large flat cards only. No real soap or food is needed; the words are just words.

Lesson 5: Reading a Book Again Until It Sounds Smooth

Unit overview - Previous: Lesson 4

Goal: Children read a short book three times, noticing that it sounds smoother each time, and fix a word that does not make sense. The teacher does a private one-to-one check.

Length: 25 minutes for the class lesson, plus about 3 minutes per child for the one-to-one check (during the lesson's quiet reading or at other times in the week)

Materials

- "Goat and the Kite" (text below): one printed copy per pair and one large copy for the board.
- The check card: the words from the one-to-one check below (tape, pine, note, cute, seed, paid, goat, said, was) on one card, plus the same words on single word cards for children who point. A record sheet with each child's name.
- The long and short cards.
- Optional: braille or large-print copies of the book and check card.

The book: "Goat and the Kite"

Original to this draft (CC0), set in Little Hill. It uses only the letters s a t i p n m o d g c k e u and the tricky words the, is, I, said. One line per page:

1. Goat made a kite.
2. The kite is tan and pink.
3. Goat and Duck sit on the dune.
4. The kite is up in the mist!
5. Snap! The kite is stuck in an oak.
6. Goat is sad. Duck is sad.
7. Duck said, "I can poke it."
8. Duck pokes it. Pop! The kite is not stuck.
9. Goat and Duck sit in the sun. The end.

Long vowel words in the book: Goat, made, kite, dune, oak, poke, pokes.

Steps

✎ Opening (3 min)

Show the cover title. Children find the long vowel words in the title: Goat (oa), kite (magic e).

First reading: teacher reads (4 min)

The teacher reads the large copy aloud, pointing to each word. Ask: "What went wrong for Goat?" (The kite got stuck in an oak.)

Second reading: together (5 min)

Read together as a class, the teacher pointing. Stop at made, dune and poke and ask: "Which letter tells us the vowel is long?" (The e at the end.)

Third reading: in pairs (7 min)

Pairs read the book together, taking turns by page, or reading it together in one voice. Children may whisper. The teacher listens to a few pairs and starts the one-to-one checks.

Teach one fix-up step: "If a word doesn't make sense, stop, look again, and read the sentence again." Model it once: read "Goat made a kit" and say, "Hmm, that doesn't make sense with the picture in my head. Look again: kite!"

✓ Discussion questions (with answers) (3 min)

- "Did the book sound smoother the third time?" Any honest answer; many children notice it gets easier.
- "How did Duck help?" Duck poked the kite and it came unstuck.
- "Find a word with oa." Goat or oak.

✓ Closing check (with answers) (3 min)

Point to kite, oak, sun, said on the large copy. Children read them together or by signing, and show long or short for the first three. Answers: kite long; oak long; sun short; said is a tricky word.

One-to-one check (about 3 minutes, private)

In a quiet corner, one child at a time. Explain it is just to help the teacher plan. Note what the child does and what helped; no score.

1. **Long or short (outcome 1):** say cap, cape, hope. The child shows long or short. (Answers: short, long, long.)
2. **Magic e (outcome 2):** the child reads tape, pine, note, cute.
3. **Vowel teams (outcome 3):** the child reads seed, paid, goat.
4. **Tricky words (outcome 4):** the child reads said and was.
5. **Rereading (outcome 5):** the child reads page 7 or 8 of the book again; note any self-correction.

Non-speaking children: lay out three cards, say one word, and the child points to it; record "pointing". Blind children use the braille or large-print check card. Deaf children: see the README note on outcome 1.

Vocabulary

reread, smooth, make sense

Differentiation

- **More support:** the child echo-reads each page after the teacher.
- **Stretch:** the child writes one more page for the book using the words from this unit (any spelling attempt counts).
- **Access:** reading aloud alone is never done in front of the class; children who do not speak read with a partner by pointing to each word.

⚠ Safety

No timing of reading, no speed charts and no rankings. The check is private.

Grade 1 Language and Literacy: Two-Syllable Words, -s -ing -ed Endings, a Recount and a Fact Page

Subject: English language and literacy | Grade: 1 | Lessons: 5 | Time: about 25 minutes each | Term: 3

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice.
>
> Text-checked by one other agent (DeepSeek-V4-Pro); see Known gaps.

Back to the grade 1 year plan - Term 3
Language and literacy progression

Big idea

Longer words are made of parts. Every beat (syllable) in a word has a vowel sound, so we can read a long word one part at a time, and endings such as -s, -ing and -ed change what a word tells us. Writers put events in order with time words, and a fact page tells a reader true things about one topic.

Outcomes

By the end of the unit, most children can:

1. Count the beats (syllables) in a spoken word, and find the vowel in each part of a printed two-syllable word such as sunset or picnic.
2. Read two-syllable words by splitting them into parts, for example nap + kin = napkin.
3. Read a root word with the endings -s, -ing and -ed (for example pick, picks, picking, picked) and say which one tells about something that already happened.
4. Tell, then write, a short recount of three events in order, using time words (first, next, then, at the end), with an ending and a full stop at the end of each sentence.
5. Make a short fact page that names a topic, gives two or three facts from a source the class shared, and has a closing line.

Prior knowledge

Children should be able to read short words with the letters **s a t i p n m o d g c k e u**, magic e words and ee, ai, oa words (the grade 1 term 2 unit), and the tricky words I, the, is, my, said, was. They should be able to write a sentence with a capital letter and a full stop (term 1).

All the words children are asked to **read** in this unit use only those letters and patterns. Words children **say** or **write** in their own recounts and fact pages can use any letters; invented spelling is expected and accepted.

Lessons

1. Beats in words: clapping syllables; every part has a vowel; sun + set = sunset.
2. Endings -s, -ing and -ed: pick, picks, picking, picked; what already happened.
3. Telling what happened, in order: a Little Hill picture story told with first, next, then, at the end.
4. Writing a recount: three sentences, a partner's question, and one added detail.
5. A fact page, and a private check: facts about ducks from a card the teacher reads aloud; a one-to-one check.

Materials (whole class unless noted)

- Large word cards for each lesson (listed in each lesson), and the same words split into two part cards (for example sun and set) for lesson 1.
- Ending cards **-s**, **-ing** and **-ed**, each on a card of a different colour with a different edge (straight, wavy, notched) so they can be told apart by touch (lesson 2).
- Four time-word cards: first, next, then, at the end (lessons 3 and 4).
- Four large picture cards for "Duck's Picnic" (described in lesson 3); a teacher can draw simple pictures or use the text descriptions.
- One small paper set of the four picture cards per pair (lessons 3 and 4).
- Optional writing frames with the time words or sentence starters already written (lessons 4 and 5).
- The duck fact card (text in lesson 5), one large copy for the board.
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- Writing paper with space for a picture (one sheet per child for lesson 4, one for lesson 5).
- The one-to-one check card (in lesson 5) and a simple record sheet.
- Optional: a counter or block per child for touching beats (lesson 1).
- Optional: braille or large-print copies of the word cards, time-word cards and fact card, made with the child's braille teacher or vision service; tactile versions of the picture cards (for example a felt or card cut-out on each).

⚠ Safety and access

- **No personal recounts are required.** Every recount in this unit is about the shared made-up story "Duck's Picnic". A child may choose to write about a class event everyone shared instead. Children are never asked to write or tell about home, family, weekends, holidays or trips.
- **Writing can be done in the child's own way:** by hand, by typing, by letter selection on an AAC device, or by telling an adult who writes the words down (dictation). Drawing plus a spoken or signed sentence also counts in lessons 3 to 5.
- **Clapping beats** can also be tapping, nodding, stamping, signing a count, or touching a counter for each beat. Deaf and hard of hearing children can feel beats as taps on the table or the back of the hand, and should not be marked "not yet" on outcome 1 because of hearing; use the printed-word part of the outcome and the child's usual communication.
- **No public reading aloud is required.** Sharing with the class is always optional; a child can share with one partner or with the teacher only.

- Braille note: in contracted (UEB grade 2) braille, some endings such as -ing and -ed have their own contraction signs. Agree with the child's braille teacher whether to use contracted or uncontracted braille for this unit.
- No food is used. The picnic is only in the story.

Assessment

- Lessons 1 to 4 each end with a short closing check (whiteboards, cards or pointing), used only to plan the next lesson.
- Lesson 5 ends with a private one-to-one check of about three minutes covering all five outcomes. It is not a test, it is not timed, and results are not shared with the class.
- The lesson 4 recount and lesson 5 fact page are kept as samples. Look for: events in order, at least one time word, a closing sentence, full stops; spelling that shows the sounds (picnik for picnic is a good sign at this stage).

Sources

- Common Core State Standards, Reading: Foundational Skills, Grade 1 (archived copy): RF.1.3.d "Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word."; RF.1.3.e "Decode two-syllable words following basic patterns by breaking the words into syllables."; RF.1.3.f "Read words with inflectional endings." https://web.archive.org/web/20250405094820/https://www.thecorestandards.org/ELA-Literacy/RF/1/
- Common Core State Standards, Language, Grade 1: L.1.4.c "Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)."; L.1.1.e "Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)."; L.1.2.b "Use end punctuation for sentences."; L.1.2.e "Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions."
- Common Core State Standards, Writing, Grade 1: W.1.3 "Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure."; W.1.2 "Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure."; W.1.5 "With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed."; W.1.8 "With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question."
- Wikipedia, "English verbs" (how the -ed ending is pronounced): https://en.wikipedia.org/wiki/English_verbs
- Wikipedia, "Duck" (facts on the lesson 5 fact card): https://en.wikipedia.org/wiki/Duck

The story "Duck's Picnic", the fact card wording and all example word lists were written for this unit (CC0). They are examples, not taken from a source.

Known gaps

- Written 10 November 2026. Text-checked by one other agent (DeepSeek-V4-Pro, 10 November 2026, 0 errors reported; see PEERCHECKS.md); not yet reviewed by a teacher. A text check is not classroom testing.

- **Letters.** As in the term 2 unit, words children read use only the letters known to have been taught in the written kindergarten and grade 1 units. Many common words for these skills (jump, look, rabbit, basket) need letters such as b, f, h, j, l, r, w; a teacher who has taught them can add such words.
- The time words first, next and then use letters not yet taught (f, r, x, h), so they are learned by sight from cards with a small symbol and read with the teacher, not sounded out.
- Endings that change the spelling of the root (hop, hopping, hopped; make, making) are not taught here; every root word used keeps its spelling when an ending is added.
- The three sounds of -ed are taught as a listening idea only; children are not asked to name or sort them.
- The writing samples are not marked against a rubric or level.

Lesson 1: Beats in Words

Unit overview - Next: Lesson 2

Goal

Children count the beats (syllables) in spoken words, see that each part of a printed word has a vowel, and read two-syllable words one part at a time.

Length

About 25 minutes.

Materials

- Large word cards: sunset, picnic, magnet, napkin, kitten, insect, pumpkin, dentist.
- The same words cut into two part cards each (for example sun | set), with the vowel in each part printed a little larger.
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print part cards; a counter or block per child for touching a beat.

Steps

✎ Opening (3 min)

Say: "Some words are short, like cat. Some are longer, like picnic. Today we find out how to read longer words one part at a time."

Warm-up: clap the beats (4 min)

Say each spoken word and clap once for each beat, then the children copy: duck (1), goat (1), sunset (2), picnic (2), kitten (2), pumpkin (2). Children may clap, tap, nod, stamp, sign a number or touch a counter for each beat; any of these counts.

✎ Main activity: every part has a vowel (12 min)

1. Put up sun and set as two part cards. Point to the vowel in each: "Sun has **u**. Set has **e**. Each part has a vowel sound." Blend each part, then push the cards together: sun, set, sunset.
2. Do the same with pic | nic, mag | net, nap | kin.
3. Show a whole word card, kitten. Ask: "Where do we split it?" Children point to each vowel first, then the teacher shows the split kit | ten. A useful tip for these words (an example, not a full rule): when two consonants sit between two vowels, split between them.
4. In pairs, children try insect, pumpkin and dentist: find the vowels, split, read each part, read the whole word. Pairs show the split on a whiteboard with a line, or by pointing.

✓ Discussion questions (3 min)

- How many beats does picnic have? How many vowels can you see?
- Why is it easier to read pumpkin in two parts?

✓ Closing check (3 min)

Show napkin and magnet one at a time. Each child shows the number of beats (fingers, a sign, or a count of taps) and reads the word, or points to where it splits. Note who needs more practice splitting.

Vocabulary

beat, syllable, vowel, part, split

Differentiation

- **Support:** work with part cards only, already split; the child reads each part and an adult pushes the cards together.
- **Stretch:** read contest, upset and catnip and split them without help.
- **Non-speaking children:** point to each part as the adult reads it, then point to the whole word when the adult asks "Which word is sunset?"

⚠ Safety

No special safety needs. Stamping for beats is optional and done standing in place.

Lesson 2: Endings -s, -ing and -ed

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal

Children read root words with the endings -s, -ing and -ed, and know that -ed often tells us something already happened.

Length

About 25 minutes.

Materials

- Large root word cards: pick, kick, stamp, mend, dust, test, open.
- Ending cards **-s**, **-ing** and **-ed** (different colours and edges: straight, wavy, notched).
- Large word cards for the closing check: kicks, mending, picked.
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print root word and ending cards.

Steps

✎ Opening (3 min)

Act it out: pretend to pick a flower from the air. Say: "I **pick**." Keep going: "I am **picking**." Stop: "I **picked** a flower." Ask: "What changed in the word?"

Warm-up: root word plus ending (4 min)

Show pick. Add the **-s** card: picks. Swap to **-ing**: picking. Swap to **-ed**: picked. Say: "Pick is the root word. The ending changes what the word tells us." Children read each one with you, or point to the ending as you read.

✎ Main activity: build and read (12 min)

1. With kick, stamp and mend, the teacher holds up the root word and a child chooses an ending card to add. Everyone reads the new word (kicks, stamping, mended and so on).
2. **Yesterday, today, tomorrow.** Say sentences about Duck, and children show with a thumb pointed back over their shoulder (or point to a "before" side of the room, or sign) when it already happened:
    - "Today Duck picks a seed."
    - "Yesterday Duck picked a seed." (thumb back)
    - "Tomorrow Duck will pick a seed."
3. **Listening note for the teacher.** The -ed ending is said in three ways. After a t or d sound it adds a new beat: mended, dusted, tested. After some other sounds it sounds like /t/: picked, kicked, stamped. Otherwise it sounds like /d/: opened, seemed. (Slashes

here are teaching shorthand, not IPA; these word examples are ours.) Say a few and let children clap the beats: mend (1), mended (2); pick (1), picked (still 1). Children do not need to name or sort the three sounds; the spelling is always -ed.
4. On whiteboards, children write a root word the teacher says (dust, test or open) and add an ending of their choice, then show a partner. Any root-plus-ending they read correctly counts.

✓ Discussion questions (3 min)

- Which ending tells us something already happened?
- Mended has two beats but picked has one. Can you hear the difference?

✓ Closing check (3 min)

Show kicks, mending and picked one at a time. Children read each word (aloud, signed, or by pointing to it when the teacher says it), and then point to the one that "already happened". Note who reads the root but not the ending.

Vocabulary

root word, ending, already happened, yesterday, today, tomorrow

Differentiation

- **Support:** cover the ending with a hand, read the root, then uncover and add the ending sound.
- **Stretch:** read seemed, aimed and tested and say which has two beats.
- **Non-speaking children:** the teacher reads three forms aloud; the child points to the card that matches.

⚠ Safety

Acting out "kick" and "stamp" is done in place, in the air or on the floor, never toward another child.

Lesson 3: Telling What Happened, in Order

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal

Children retell a short made-up story in order, out loud or in their own way, using the time words first, next, then and at the end, and talking about it as something that already happened.

Length

About 25 minutes.

Materials

- Four large picture cards for "Duck's Picnic" (below), drawn simply or shown as the text descriptions.
- Four time-word cards: first, next, then, at the end. These words use letters not yet taught, so each card also has a small symbol (1 dot, 2 dots, 3 dots, a star) and the teacher reads them; children learn them by sight, not by sounding out.
- One small set of the four picture cards per pair (paper copies are fine).
- Optional: tactile picture cards (for example a felt seed on card 1, a stick on card 3), and braille or large-print time-word cards.

The story: "Duck's Picnic" (CC0, written for this unit)

The teacher tells this story; children do not read it. It uses letters not yet taught (for example h, l, w, b), which is fine for listening and retelling.

1. Duck packed seeds and a napkin in a bag.
2. Duck and Goat went down the hill to the pond.
3. The wind blew the napkin into the pond! Goat got it out with a stick.
4. Duck and Goat sat on the wet napkin and ate the seeds. It was a good picnic.

Steps

✎ Opening (3 min)

Say: "When we tell what happened, we tell it in order, so the listener can follow. Today we tell a story about Duck."

Warm-up: what already happened? (4 min)

Tell the story once, showing the cards in order. Then say a few sentences and ask whether they tell what already happened: "Duck packed seeds." (yes) "Duck packs seeds." (now) Children show with a thumb back over the shoulder for "already happened", as in lesson 2.

✎ Main activity: time words (8 min)

1. Put up the four time-word cards above the pictures, in order. Read them together: first, next, then, at the end.
2. Model one retelling: "**First**, Duck packed seeds and a napkin. **Next**, Duck and Goat went to the pond. **Then** the wind blew the napkin into the pond, and Goat got it out. **At the end**, they sat on the wet napkin and ate the seeds."
3. Mix up the picture cards. Children help put them back in order, saying or pointing to the time word for each.

Pairs: tell it your way (4 min)

In pairs, children put their small picture cards in order and take turns telling the story with the time words. A child can tell it by speaking, signing, using an AAC device, or by pointing to each card while their partner or an adult says it. Adding a made-up detail is welcome ("The seeds were pink").

✓ Discussion questions (3 min)

- Which time word goes at the start? Which goes at the end?
- What would be confusing if we told card 4 first?

✓ Closing check (3 min)

Show the four pictures mixed up. Each child (or pair) puts them in order and touches a time word for each, or tells one sentence with a time word. Note who can order the events and who uses time words.

Vocabulary

first, next, then, at the end, in order, recount

Differentiation

- **Support:** use only three cards (1, 3, 4) and three time words (first, then, at the end).
- **Stretch:** add a sentence about how Duck or Goat might have felt, using "might" (for example "Goat might have felt proud").
- **Blind or low-vision children:** use tactile picture cards and braille or large-print time-word cards; order them by touch.

⚠ Safety and care

Children are not asked to tell about their own weekend, home or family. If a child offers a personal story, thank them and return to Duck.

Lesson 4: Writing a Recount

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal

Children write a short recount of "Duck's Picnic" (at least three events in order) with time words, a full stop at the end of each sentence and an ending, then add one detail after a partner's question.

Length

About 25 minutes.

Materials

- The four "Duck's Picnic" picture cards and the four time-word cards from lesson 3, on the board.
- A word bank on the board children can copy from: Duck, Goat, seeds, napkin, pond, stick, picnic, packed.
- Writing paper with space for a picture (one sheet per child), and pencils, or the child's usual typing or letter-selection tool.
- Optional: small sets of picture cards per pair (from lesson 3); braille or large-print word bank.

Steps

✎ Opening (3 min)

Retell the story together once, using the time words. Say: "Today we write it, so someone who wasn't here can read what happened."

Warm-up: a shared sentence (4 min)

Write one sentence together on the board, thinking aloud: "**First**, Duck packed seeds." Point out the capital letter at the start, the comma after the time word (optional at this stage), and the full stop at the end. Ask: "How do we know the sentence has finished?"

✎ Main activity: write it (11 min)

1. Children write the recount: at least three sentences, each starting with a time word, and a last sentence that ends the story (for example "It was a good picnic." or one of their own). They can copy words from the word bank and the time-word cards.
2. Spelling: children write untaught words the way they sound (nakpin, pikmik, wint). That is expected; do not correct spelling during writing.

3. Ways to write: by hand, typing, letter selection, or dictating to an adult who writes the exact words. A child who draws the four events and says or signs one sentence for each has also made a recount.
4. Early finishers draw a picture for the story.

Partner question and one more detail (4 min)

In pairs, one child shares the recount (reads it, signs it, or lets the partner read it). The partner asks one question, using a starter on the board: "What did ___ look like?" or "How did ___ feel?" The writer adds one detail to answer it (a word, a sentence, or a labelled part of the drawing). Then swap. Sharing with the whole class is optional.

✓ Closing check (3 min)

Each child points to (or tells the teacher) one time word, one full stop and the ending in their own recount. Collect the recounts as samples.

Vocabulary

recount, sentence, full stop, detail, ending

Differentiation

- **Support:** a writing frame with the time words already written ("First, ___. Then, ___. At the end, ___.") and the picture cards beside it.
- **Stretch:** write all four events and add a detail to each.
- **Fine-motor or writing difficulties:** dictation, typing or a frame with picture choices; the ideas and order are what is assessed, not handwriting.

⚠ Safety and care

The recount is about the made-up story, or a class event everyone shared if a child chooses it. Children are never asked to write about home, family or weekends. Partner questions are about the story only.

Lesson 5: A Fact Page, and a Private Check

Unit overview - Previous: Lesson 4

Goal

Children make a short fact page about ducks from a card the teacher reads aloud: a title that names the topic, two or three facts, and a closing line. While the class works, the teacher does a short private check with children one at a time.

Length

About 25 minutes (the one-to-one checks continue over the next few days while the class works).

Materials

- The duck fact card (below), one large copy for the board.
- Writing paper with space for a picture (one sheet per child), and pencils, or the child's usual typing or letter-selection tool.
- The check card (below), the four "Duck's Picnic" picture cards and the four time-word cards, each child's lesson 4 recount, and a record sheet with each child's name.
- Optional: braille or large-print copies of the fact card and check card.

The duck fact card (teacher reads it aloud)

Ducks

- A baby duck is called a duckling.
- Ducks that spend a lot of time in water usually have webbed feet.
- Some ducks feed by tipping up in the water, head down and tail up.
- Female mallard ducks say "quack". Most kinds of duck do not quack; they make other calls.

(Facts checked against the Wikipedia article "Duck", listed in the unit's Sources. Wording simplified for this unit.)

Steps

✎ Opening (3 min)

Say: "A recount tells what happened. A fact page tells true things about one topic. A fact page needs a title that says the topic, some facts, and an ending."

Warm-up: listen for facts (4 min)

Read the fact card aloud twice. After the second reading, ask: "Which fact surprised you?" Children answer by speaking, signing, pointing to a line, or showing a thumb on the line the teacher points to.

✎ Main activity: make a fact page (12 min)

1. Model the start on the board: a title (Ducks), one fact in the children's words, and a picture.
2. Children make their own page: the title, two or three facts from the card in their own words, and a closing line (for example "Ducks are good in the water." or "I want to see a duckling."). Invented spelling is fine. The fact card stays on the board to look back at.
3. Ways to write: by hand, typing, letter selection, dictation, or a labelled drawing with a spoken or signed fact for each label.
4. During this time, the teacher starts the private one-to-one checks (below), a few children each lesson.

Sharing (3 min)

Children who want to share read one fact to a partner. Ask the class: "How do we know these facts are true?" (They came from the card, and the card came from a source we can check.)

✓ Closing check (3 min)

Each child points to (or tells) the title, one fact and the closing line on their page.

The private one-to-one check (about 3 minutes per child)

This is not a test. It is not timed, nobody else hears it, and results are not shared with the class. Accept answers by speaking, signing, pointing, AAC or braille.

1. **Beats and vowels (outcome 1).** Say picnic: "How many beats?" Show the printed word sunset: "Point to the vowel in each part."
2. **Two-syllable words (outcome 2).** Read napkin and insect (splitting is fine).
3. **Endings (outcome 3).** Read stamps, stamping, stamped. "Which one already happened?"
4. **Order and time words (outcome 4).** Put three "Duck's Picnic" picture cards in order and touch or say a time word for each. Look together at the lesson 4 recount: is there a time word, a full stop and an ending?
5. **Fact page (outcome 5).** "Tell me one fact from your page. Where did it come from?"

Record "yes", "nearly" or "not yet" for each, with a short note. A deaf or hard of hearing child is not marked "not yet" on the beats part because of hearing; use the printed-word part and taps the child can feel.

Vocabulary

fact, topic, title, source, closing line

Differentiation

- **Support:** a frame ("Ducks ___. Ducks ___.") with picture prompts for each fact.
- **Stretch:** add a question the child still wonders about ducks, and talk with the teacher about where they could find the answer.

- **Blind or low-vision children:** braille or large-print fact card; the teacher can read it again on request.

⚠ Safety

No real animals, feathers or food are used.

Grade 1 Mathematics: Adding and Taking Away Within 20 (5 lessons, about 4 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 1. Builds on kindergarten term 3: Adding, taking away, teen numbers and comparing

Big idea

Adding and taking away are connected. A story problem can be about adding to, taking from, putting two parts together, splitting a whole into parts, or comparing two groups, and the unknown number can be at the end, in the middle or at the start. We do not have to count everything from 1: we can count on, make a ten, use doubles, or turn a take-away into "what do I add?". The equal sign means "is the same amount as", not "the answer comes next".

Outcomes

By the end of the unit most children can:

1. Solve story problems within 20 of all five kinds (adding to, taking from, putting together, taking apart, comparing), with the unknown at the end or in the middle, using objects, drawings or a number sentence with a box for the unknown.
2. Add by counting on from the larger number (for example 3 + 12: start at 12, say "13, 14, 15") and take away small numbers by counting back.
3. Add within 20 by making a ten (8 + 6 = 8 + 2 + 4 = 10 + 4 = 14) and add three numbers by finding two that make ten.
4. Use doubles and near doubles (6 + 7 = 6 + 6 + 1 = 13), and solve a take-away by thinking of the missing part (10 - 8: "8 and what make 10?").
5. Say whether a number sentence such as 4 + 1 = 5 + 2 is true or false, and find the missing number in sentences such as 8 + □ = 11.
6. Add and take away within 10 quickly (within a few seconds, with or without fingers).

Prior knowledge

The kindergarten units: counting to 20, ways to make 5 and 10 on a ten-frame, teen numbers as "ten and some more", and simple adding and taking-away stories within 10. Children still building these can work within 10 in every lesson.

Lessons

Each lesson is about 40 minutes: a short whole-class start, paired or group work with objects, and a closing check. Split a lesson over two days if needed; the unit runs over about 4 weeks, so each strategy should come back in short daily practice (5 minutes of quick facts or one story problem).

1. Story problems: adding, taking away, parts and wholes
2. Counting on and counting back
3. Making ten
4. Doubles, near doubles and fact families
5. Comparing and the equal sign

Materials (whole class unless noted)

- Linking cubes too large to swallow, in two colours: 20 per child (lessons 1 to 5). If colours are hard to tell apart, use two kinds of object instead (cubes and large buttons), so colour is not the only clue.
- Two ten-frames per child (lesson 3); one large ten-frame pair for the board.
- A 0 to 20 number line and a counter per pair (lesson 2), with numbers large enough to read and, if possible, raised marks (glue dots) at 0, 5, 10, 15 and 20. Optional: masking tape for a 0 to 20 track on the floor.
- A part-whole mat per pair (a sheet with one large box on top for the whole and two boxes below for the parts) for lessons 1 and 4.
- Digit cards 0 to 20 per pair, used for pointing to answers in every lesson.
- For lesson 3: a set of cards 1 to 9 per pair (for the pairs-to-ten game).
- For lesson 4, per group: two clean 12-hole egg boxes (or a 2 by 6 grid drawn on card); per pair: a set of fact-family triangle cards (see lesson 4).
- For lesson 5, per pair: true-or-false cards and missing-number cards (see lesson 5), support cards with one number on each side (such as 6 = 6 and 5 = 4), and two trays marked by touch (a rough sticker for true, a smooth one for false). Optional: a toy or home-made balance.
- Whiteboards and pens, or paper and pencils, for drawings and number sentences.

Assessment

Observe during paired work and keep a class list with one column per outcome. A one-to-one check (about 5 minutes per child) during the fourth week:

- "6 frogs are on a log. Some more hop on. Now there are 10. How many hopped on?" (4.) The child may use cubes, a drawing or 6 + □ = 10.
- "What is 8 + 5? Show me how you worked it out." (13. Making ten is 8 + 2 + 3 = 10 + 3; counting on from 8 is also fine.)
- "What is 6 + 7?" (13; a near double, 6 + 6 + 1, or any working strategy.)
- "What is 12 - 4?" (8; counting back, or "4 and what make 12?")
- Show the card 4 + 1 = 5 + 2. "Is this true or false?" (False: 4 + 1 is 5 and 5 + 2 is 7.)
- Quick facts within 10: 6 + 3 (9), 9 - 4 (5), 7 + 2 (9). An answer within a few seconds, with or without fingers, counts as quick.

Pointing to digit cards or the number line, sign, writing, or a communication device all count as answers. Record yes, with help or not yet for each part.

Sources

- Common Core State Standards, Grade 1 Operations and Algebraic Thinking (read to check what is usually expected in grade 1, not to claim alignment): https://web.archive.org/web/2025/https://www.thecorestandards.org/Math/Content/1/OA/
- 1.OA.A.1 word problems within 20 of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, using objects, drawings and equations with a symbol for the unknown; 1.OA.A.2 adding three whole numbers with a sum up to 20; 1.OA.B.3 order and grouping as strategies (its examples are 8 + 3 = 3 + 8 and 2 + 6 + 4 = 2 + 10 = 12), with no need for the formal names; 1.OA.B.4 subtraction as an unknown-addend problem (10 - 8); 1.OA.C.5 relating counting to adding and taking away; 1.OA.C.6 adding and taking away within 20, fluency within 10, with strategies such as counting on, making ten (8 + 6 = 8 + 2 + 4), decomposing to a ten (13 - 4 = 13 - 3 - 1), and known sums (6 + 7 = 6 + 6 + 1); 1.OA.D.7 the meaning of the equal sign and true or false equations (its examples include 7 = 8 - 1 and 4 + 1 = 5 + 2); 1.OA.D.8 finding the unknown in equations such as 8 + ? = 11 and 5 = _ - 3.
- Common Core, Grade 1 introduction (four critical areas, the first being addition, subtraction and strategies within 20): https://web.archive.org/web/2025/https://www.thecorestandards.org/Math/Content/1/introduction/

Known gaps and cautions

- Problems with the unknown at the start ("Some birds were on a wire, 3 more came, now there are 9") and comparing problems where the larger amount is unknown are the hardest kinds. As story problems they appear in lessons 1 and 5 only as stretch tasks; plan to return to them in term 2. Bare missing-number equations with the unknown first (5 = □ - 3, □ + 4 = 13) are core in lesson 5, step 3, because the box is easier to see than in a story.
- Fluency within 20 is not expected by the end of this unit; only within 10.
- The number line is used for counting on and back from small jumps only. Using it for bigger jumps comes later.
- The names in story problems are made up. Swap in names and objects that suit your class, but avoid using real children's belongings or families.
- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check at e844112 (not an educator or accessibility review). Keys and timings were correct. Its notes (materials lists out of step with lessons 2, 4 and 5; the start-unknown note did not match lesson 5's core missing-number cards; the equal-sign answer called 8 - 1 a sum) were fixed in the follow-up commit 8373393 (see PEERCHECKS.md), which Argon also diff-checked the same day.
- The lesson order and timings are my choice, not taken from a source.

Lesson 1: Story problems: adding, taking away, parts and wholes

Unit overview - Next: Lesson 2

About 40 minutes.

Goal

Children solve story problems within 20 about adding to, taking from, putting together and taking apart, with the unknown at the end or in the middle, and show them with cubes, drawings and number sentences.

Materials

- 20 linking cubes per child, in two colours (or two kinds of object).
- A part-whole mat per pair.
- Digit cards 0 to 20 per pair.
- Whiteboards and pens, or paper and pencils.

Steps

✎ Opening (5 min)

Remind children of kindergarten stories. "5 ducks are on the pond. 3 more come. How many now?" (8.) Write 5 + 3 = 8 and read it: "5 plus 3 equals 8." Then write 5 + 3 = □ and say: "The box is the number we don't know yet."

✎ Main activity (30 min)

1. **Adding to and taking from (10 min).** Tell each story twice; pairs use cubes or draw, then point to or write the answer.
    - "9 birds sit on a wire. 4 fly away. How many are left?" (5; 9 - 4 = 5.)
    - "7 children are on the bus. 6 more get on. How many now?" (13; 7 + 6 = 13.)
    - "12 apples are in a bowl. 5 are eaten. How many are left?" (7; 12 - 5 = 7.)
2. **Putting together and taking apart (10 min).** Show the part-whole mat: the whole goes in the top box, the two parts below.
    - "8 red flowers and 7 yellow flowers are in a pot. How many flowers?" (15; parts 8 and 7, whole 15.)
    - "There are 14 socks. 6 are spotty and the rest are striped. How many are striped?" (8; whole 14, one part 6, so the other part is 8.)
    - "11 cubes: split them into two towers any way you like. Write your two parts." (Any pair that makes 11, such as 5 and 6, 3 and 8, or 0 and 11.)
3. **The missing middle (10 min).** The change is unknown.
    - "6 frogs are on a log. Some more hop on. Now there are 10. How many hopped on?" (4; 6 + □ = 10.)

- "Ana had 11 cards. She gave some away. Now she has 7. How many did she give away?" (4; 11 - □ = 7.) Let children act it out with cubes: start with 6, add one at a time and count how many were added until there are 10.

✓ Discussion questions (with answers)

- In the bird story, did the number get bigger or smaller? Why? Smaller, because some birds flew away.
- In the sock story, nothing came or went. What happened instead? The socks were split into two groups; we knew the whole and one part.
- In the frog story, why is the answer not 10? 10 is how many there are at the end. The question asks how many hopped on, which is 4.

✓ Closing check (5 min, with answers)

"There are 13 buttons. 5 are red and the rest are blue. How many are blue?" Children draw, use cubes or point to a card. (8.) Then: "Write or point to a number sentence for it." (5 + 8 = 13, 13 - 5 = 8 or 5 + □ = 13 are all good.)

Vocabulary

plus, minus, equals, add, take away, altogether, left, part, whole, number sentence

Differentiation

- **Support:** totals up to 10; an adult reads the story again while the child moves cubes one at a time.
- **Stretch:** start-unknown stories: "Some birds were on a wire. 3 more came. Now there are 9. How many were there at first?" (6; □ + 3 = 9.)
- Any child can answer by pointing to a digit card, showing cubes, signing or using a communication device. Stories can be shown with pictures as well as told.

⚠ Safety

Use cubes too large to swallow.

Teacher notes and misconceptions

- Many children add any two numbers they hear. In the frog story they may say 16 (6 + 10). Ask them to act it out and check the story still makes sense.
- Keep the story language varied ("left", "now", "at first", "the rest") so children listen to the story rather than to key words.
- Several number sentences can fit one story; accept any that match it.

Lesson 2: Counting on and counting back

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 40 minutes.

Goal

Children add by counting on from the larger number, and take away 1, 2 or 3 by counting back, using a 0 to 20 number line.

Materials

- A 0 to 20 number line and a counter per pair.
- 20 linking cubes per child.
- Digit cards 0 to 20 per pair.
- Optional: a 0 to 20 track taped on the floor.

Steps

✎ Opening (5 min)

Count together from 0 to 20, then start from other numbers: "Start at 8 and count on 4: 9, 10, 11, 12." Children may hold up a finger for each number they say. If you have a floor track, volunteers can step along it while others count; children who prefer can move a counter on their table line instead.

✎ Main activity (30 min)

1. **Count on (10 min).** "9 + 3. Put your counter on 9. Don't count the 9 - we already have it. Jump 3: 10, 11, 12." (12.) Pairs try:
    - 8 + 3 (11)
    - 14 + 2 (16)
    - 15 + 4 (19) Check one with cubes: a tower of 9 and 3 more cubes is 12.
2. **Start with the bigger number (10 min).** "2 + 9. Is it quicker to start at 2 or at 9?" Build a tower of 2 and a tower of 9, join them, and turn the train round: it is the same train, 11 cubes. So 2 + 9 = 9 + 2 = 11. Pairs try, starting from the bigger number:
    - 3 + 12 (15)
    - 1 + 16 (17)
    - 4 + 13 (17)
3. **Count back (10 min).** "13 - 2. Put your counter on 13. Jump back 2: 12, 11." (11.) Pairs try:
    - 17 - 3 (14)
    - 20 - 1 (19)
    - 16 - 2 (14) Then check one with cubes: 17 cubes, take 3 away, count what is left (14).

✓ Discussion questions (with answers)

- When we count on from 9 for 9 + 3, why don't we say "9" again? The 9 is already there; we count only the 3 new jumps.
- Is 3 + 12 the same as 12 + 3? Yes. Both are 15; the same cubes in a different order.
- Would you count back to work out 15 - 9? It is slow and easy to lose track. Another way (thinking "9 and what make 15?") comes in lesson 4.

✓ Closing check (5 min, with answers)

"4 + 11. Show me where you start and where you land." (Start at 11; land on 15.) "16 - 3." (13.)

Vocabulary

count on, count back, jump, number line, start, land, the same as

Differentiation

- **Support:** totals up to 10; count on with cubes before using the line.
- **Stretch:** "I landed on 18 after jumping 3. Where did I start?" (15.)
- Number lines with large print and glue-dot marks at 0, 5, 10, 15 and 20 help children with low vision; they can also count cubes by touch. Children can give answers by pointing to the line, to digit cards, or by signing.

⚠ Safety

Floor tracks: walking only, with space between children. Keep the track away from doors and table corners.

Teacher notes and misconceptions

- The most common slip is counting the starting number as a jump: for 9 + 3 saying "9, 10, 11" and answering 11. Ask children to say the numbers they land on, not the number they start on.
- Counting back by more than 3 is error-prone; for bigger take-aways, use cubes or the strategies in lessons 3 and 4.

Lesson 3: Making ten

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 40 minutes.

Goal

Children know the pairs that make 10, use them to add within 20 by making a ten, and add three numbers by finding two that make ten.

Materials

- Two ten-frames and 20 counters or cubes per child, in two colours (or two kinds of object).
- Cards 1 to 9 per pair.
- A large pair of ten-frames for the board.
- Whiteboards and pens, or paper and pencils.

Steps

✎ Opening (5 min)

Quick pairs to ten. Show 7 on the big ten-frame. "How many more make 10?" (3.) Repeat with 4 (6), 9 (1), 5 (5) and 2 (8). Children answer with fingers, cubes or digit cards.

✎ Main activity (30 min)

1. **Pairs-to-ten game (8 min).** Pairs shuffle cards 1 to 9 and place them face down. One child turns a card; the other says, shows or points to the number that makes 10 with it. Swap after each card.
2. **Make a ten to add (12 min).** On the board: 8 + 6. Put 8 counters on the first ten-frame and 6 on the second. "The first frame needs 2 more to be full. Move 2 across." Now there are 10 and 4: 14. Write 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14. Pairs try with their frames:
    - 9 + 5 (14: move 1, so 10 + 4)
    - 7 + 5 (12: move 3, so 10 + 2)
    - 8 + 7 (15: move 2, so 10 + 5)
    - 9 + 8 (17: move 1, so 10 + 7)
3. **Three numbers (10 min).** "2 + 6 + 4. Can you see two numbers that make ten?" (6 and 4.) So 2 + 10 = 12. Pairs try:
    - 7 + 5 + 3 (15: 7 + 3 = 10, then 5 more)
    - 1 + 8 + 9 (18: 1 + 9 = 10, then 8 more)
    - "Bo has 3 red pencils, 5 blue pencils and 7 green pencils. How many pencils?" (15: 3 + 7 = 10, then 5 more.)

✓ Discussion questions (with answers)

- Why is 10 + 4 easier than 8 + 6? Ten and some more is a teen number we already know: ten and 4 is 14.
- For 9 + 5, why do we move just 1? 9 needs only 1 more to make 10.
- Does it matter which order we add three numbers in? No; the total is the same, so we can pick the order that makes a ten.

✓ Closing check (5 min, with answers)

"9 + 4. Show me on your ten-frames." (13: move 1, 10 + 3.) "5 + 3 + 5." (13: 5 + 5 = 10, then 3 more.)

Vocabulary

make ten, pair, full, ten-frame, ten and some more

Differentiation

- **Support:** stay with pairs to ten and with 9 + a small number, where only 1 counter moves.
- **Stretch:** take away through ten: 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9. Use the ten-frames: take away the 3 loose counters first, then 1 from the full frame.
- Ten-frames can be made tactile (counters in an egg box or a 2 by 5 grid of cups) for children with low vision. Children can answer by pointing to digit cards or moving counters instead of speaking.

⚠ Safety

Use counters too large to swallow.

Teacher notes and misconceptions

- Some children move the wrong number of counters, or move counters from the first frame to the second. Ask "Which frame is nearly full?" first.
- Writing 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14 is a teacher record. Children do not need to write chains like this yet, and it should not be used to suggest that "=" means "and then".

Lesson 4: Doubles, near doubles and fact families

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 40 minutes.

Goal

Children use doubles and near doubles to add, and solve a take-away by thinking of the missing part ("8 and what make 10?").

Materials

- Two empty 12-hole egg boxes (or a 2 by 6 grid on card) and 12 cubes per group. One box shows doubles up to 6 + 6; the second box lets the group show doubles up to 10 + 10, one row of 10 holes across the two boxes.
- 20 linking cubes per child.
- A part-whole mat per pair.
- Fact-family triangle cards per pair: triangles with three numbers at the corners, for example 8, 4, 12; 3, 7, 10; 6, 9, 15. The biggest number (the whole) is at the top corner.
- Digit cards 0 to 20 per pair.
- Whiteboards and pens, or paper and pencils, for recording number sentences.

Steps

✎ Opening (5 min)

Doubles. Fill one row of an egg box with 6 cubes and the other row with 6. "6 and 6 make?" (12.) Children build cube towers in pairs of the same height: 5 and 5 (10), 7 and 7 (14), 8 and 8 (16), 9 and 9 (18), 10 and 10 (20).

✎ Main activity (30 min)

1. **Doubles practice (8 min).** In pairs, one child builds a tower of up to 10 cubes; the other builds the same and says the double. Record: 7 + 7 = 14.
2. **Near doubles (10 min).** "6 + 7. 7 is one more than 6, so it is double 6 and 1 more." 6 + 6 + 1 = 12 + 1 = 13. Pairs check with towers, then try:
    - 7 + 8 (15: 7 + 7 + 1)
    - 8 + 9 (17: 8 + 8 + 1)
    - 5 + 6 (11: 5 + 5 + 1)
3. **Fact families and "what do I add?" (12 min).** Take the triangle 8, 4,
4. With cubes on the part-whole mat: whole 12, parts 8 and 4. Together find four number sentences: 8 + 4 = 12, 4 + 8 = 12, 12 - 8 = 4, 12 - 4 = 8. Then: "10 - 8. Think: 8 and what make 10?" (2.) Pairs try:
    - 15 - 7 (think 7 + □ = 15; 8)
    - 13 - 9 (think 9 + □ = 13; 4)

- Write the four sentences for the triangle 3, 7, 10 (3 + 7 = 10, 7 + 3 = 10, 10 - 3 = 7, 10 - 7 = 3).

✓ Discussion questions (with answers)

- How does knowing 6 + 6 help with 6 + 7? 6 + 7 is one more than 6 + 6, so it is 13.
- If you know 8 + 4 = 12, what else do you know? 4 + 8 = 12, 12 - 8 = 4 and 12 - 4 = 8.
- For 13 - 9, why is thinking "9 and what make 13?" easier than counting back 9? Counting back 9 is long and easy to lose track of; 9 needs 1 to make 10 and 3 more to make 13, so 4.

✓ Closing check (5 min, with answers)

"7 + 7." (14.) "7 + 8." (15.) "14 - 7." (7, because 7 + 7 = 14.)

Vocabulary

double, near double, one more, fact family, whole, part

Differentiation

- **Support:** doubles up to 5 + 5 with fingers or cubes, and fact families for totals up to 10.
- **Stretch:** near doubles the other way: 8 + 7 = 8 + 8 - 1 = 15. Or make their own triangle card and write all four sentences.
- Egg boxes and cube towers can be checked by touch. Children can show answers with cubes, digit cards or sign.

⚠ Safety

Use clean egg boxes (washed or never used for eggs) and cubes too large to swallow.

Teacher notes and misconceptions

- Some children think 12 - 8 and 8 - 12 are the same, because 8 + 4 and 4 + 8 are. Show with cubes that we cannot take 12 away from 8 cubes; in a take-away, the whole comes first.
- Near doubles only help once doubles are quick. Keep short daily doubles practice going.

Lesson 5: Comparing and the equal sign

Unit overview - Previous: Lesson 4

About 40 minutes.

Goal

Children solve "how many more?" and "how many fewer?" problems, decide whether number sentences are true or false, and find missing numbers.

Materials

- 20 linking cubes per child, in two colours (or two kinds of object).
- True-or-false cards, one set per pair: 6 = 6; 7 = 8 - 1; 5 + 2 = 2 + 5; 4 + 1 = 5 + 2; 10 = 6 + 4; 9 + 1 = 10 + 1.
- Missing-number cards: 8 + □ = 11; 5 = □ - 3; 6 + 6 = □; □ + 4 = 13; 15 - □ = 9.
- Optional: a toy or home-made balance and equal-sized cubes.
- Digit cards 0 to 20 per pair; whiteboards and pens.
- Support cards with one number on each side (6 = 6, 5 = 4), and two trays marked by touch (a rough sticker for true, a smooth one for false), for children who need them (see Differentiation).

Steps

✎ Opening (5 min)

Build a tower of 9 cubes and a tower of 6, side by side. "How many more cubes does the tall tower have?" Children see 3 extra at the top. "9 is 3 more than 6. 6 is 3 fewer than 9."

✎ Main activity (30 min)

1. **Comparing stories (10 min).** Pairs build towers to match each story.
   - "Mia has 12 shells. Tom has 8. How many more shells does Mia have?" (4.)
   - "Bo has 5 stickers. Ana has 3 more than Bo. How many stickers does Ana have?" (8.)
   - "Sam has 11 marbles. Lee has 4 fewer than Sam. How many marbles does Lee have?" (7.)
2. **True or false? (10 min).** "The equal sign means both sides are the same amount." If you have a balance, show 3 + 2 cubes on one side and 5 on the other: it balances. Pairs sort the cards into true and false, using cubes to check:
   - 6 = 6 (true)
   - 7 = 8 - 1 (true)
   - 5 + 2 = 2 + 5 (true)
   - 4 + 1 = 5 + 2 (false: 5 on one side, 7 on the other)
   - 10 = 6 + 4 (true)

    - 9 + 1 = 10 + 1 (false: 10 and 11) Then: "Change one number to make 4 + 1 = 5 + 2 true." (For example 4 + 3 = 5 + 2, or 4 + 1 = 5 + 0.)
3. **Missing numbers (10 min).** Pairs find each box using cubes or a strategy from this unit:
    - 8 + □ = 11 (3)
    - 5 = □ - 3 (8)
    - 6 + 6 = □ (12)
    - □ + 4 = 13 (9)
    - 15 - □ = 9 (6)

✓ Discussion questions (with answers)

- Some people think 7 = 8 - 1 is wrong because the answer should come last. Is it wrong? No. Both sides are 7, so it is true; the equal sign can have the single number or the calculation on either side.
- In the sticker story, does "more" mean we add? Here yes: Ana has Bo's 5 and 3 more, 8. But in the shell story, "how many more" is found by comparing or taking away (12 - 8 = 4). Read the whole story, not one word.
- How did you find 5 = □ - 3? Think: what number, take away 3, leaves 5? 5 + 3 = 8.

✓ Closing check (5 min, with answers)

"Is 3 + 4 = 7 true? Is 7 = 3 + 4 true?" (Both true.) "9 + □ = 16." (7.)

Vocabulary

compare, more than, fewer than, how many more, equal sign, the same as, true, false, missing number

Differentiation

- **Support:** compare towers up to 10; true-or-false cards with only one number on each side first (6 = 6, 5 = 4).
- **Stretch:** comparing with the bigger amount unknown: "Lee has 7 marbles. That is 4 fewer than Sam. How many has Sam?" (11.) Or make up a true-or-false card for a partner.
- Children can sort cards by touch-marked trays (a rough sticker for true, a smooth one for false), point, sign or use a device. Read cards aloud for children who need it.

⚠ Safety

Use cubes too large to swallow. Keep a home-made balance low and steady on the table.

Teacher notes and misconceptions

- "=" read as "makes" leads children to call 7 = 8 - 1 false and to write answers such as 8 + □ = 11 with □ = 19 (adding all the numbers they see). Read "=" as "is the same as".

- Comparing problems are harder than adding to or taking from. Lining up two towers and looking at the extra part helps more than any rule.
- The names are made up; use names that do not belong to children in the class if comparisons might feel personal.

Grade 1 Mathematics: Tens and Ones to 100 (5 lessons, about 4 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 2. Builds on term 1: Adding and taking away within 20

Big idea

Ten ones can be grouped and treated as one thing, a "ten". A two-digit number tells us how many tens and how many ones: 47 is 4 tens and 7 ones. Because of this we can count big collections quickly, compare numbers by looking at the tens first, find 10 more or 10 less without counting in ones, and add by putting tens with tens and ones with ones.

Outcomes

By the end of the unit most children can:

1. Count to 120 starting from any number below 120, and read and write the numbers in that range.
2. Count a collection of up to about 100 objects by grouping it into tens, and say how many tens and ones there are (for example, 4 towers of ten and 7 loose cubes is 47).
3. Explain that 11 to 19 are a ten and some ones, and that 10, 20, 30 ... 90 are 1 to 9 tens and no ones.
4. Compare two two-digit numbers by looking at the tens and then, if the tens are the same, the ones, and record the result with >, = or <.
5. Find 10 more and 10 less than a two-digit number without counting in ones, and add and take away multiples of ten (30 + 40, 80 - 30).
6. Add a one-digit number or a multiple of ten to a two-digit number within 100, using cubes or drawings, including sums where the ones make a new ten (27 + 5 = 32).

Prior knowledge

The term 1 unit (adding and taking away within 20, making ten) and the kindergarten idea of teen numbers as "ten and some more". Children who are still building these can work with numbers to 50 in every lesson.

Lessons

Each lesson is about 40 minutes: a short whole-class start, paired work with cubes, and a closing check. Split a lesson over two days if needed; the unit runs over about 4 weeks, so counting, 10 more and 10 less, and comparing should come back in short daily practice (5 minutes).

1. Grouping in tens and counting to 120
2. Tens and ones on a place-value mat

3. Comparing two-digit numbers
4. Ten more, ten less, and adding and taking tens
5. Adding within 100

Materials (whole class unless noted)

- Linking cubes too large to swallow, all one colour or mixed: 100 per pair (lessons 1 to 5). Children snap them into towers of ten.
- Optional for lesson 1: craft sticks, about 60 per pair, with strips of paper and tape to wrap bundles of ten (no rubber bands, which may contain latex).
- A tray or sheet of paper per pair to keep each collection together (lesson 1), and some collections to count: about 30 to 60 small objects per pair, too large to swallow (cubes, large buttons, counters).
- A place-value mat per pair (lessons 2, 3 and 5): a sheet split into a "tens" side on the left and a "ones" side on the right, with a strip of card glued down the middle as a ridge and a rough sticker on the tens side, so the two sides can be told apart by touch.
- Two sets of digit cards 0 to 9 per pair (lessons 2, 3 and 5), large print, with each digit outlined in glue or string (or with braille labels) so the cards can be read by touch.
- Symbol cards >, < and = per pair (lesson 3), with the symbol outlined in glue or string so it can be felt. Optional: a toy or home-made balance.
- A 1 to 100 chart (ten rows of ten, 1 at the top left) per pair and a large one for the board (lesson 4), with three counters per child. Large print; if possible, a raised dot on every number in the 10s column (10, 20 ... 100).
- A number strip from 95 to 120 for the board (lesson 1), and a 0 to 120 counting track or the class number line if you have one.
- Whiteboards and pens, or paper and pencils, for drawings and number sentences.

Assessment

Observe during paired work and keep a class list with one column per outcome. A one-to-one check (about 5 minutes per child) during the fourth week:

- "Count on from 97. I'll tell you when to stop." Stop at 112. (98, 99, 100, 101 ... 112; saying 97 first is fine too.) Then: "Write one hundred and four." (104, not 1004.)
- Show 4 towers of ten and 7 loose cubes. "How many cubes?" (47.) Then: "Show me 63 with cubes." (6 towers of ten and 3 loose cubes.)
- "How many tens and ones are in 16? In 50?" (1 ten and 6 ones; 5 tens and 0 ones.)
- Show the cards 58 and 85. "Which is greater? Put a symbol between them." (85 is greater; 58 < 85, because 5 tens is less than 8 tens.)
- "What is 10 more than 46? What is 10 less than 46?" (56; 36.)
- "What is 70 - 40?" (30: 7 tens take away 4 tens is 3 tens.)
- "What is 34 + 8? Show me with cubes or a drawing." (42: 4 + 8 = 12, a new ten and 2 ones, so 3 tens + 1 ten = 4 tens and 2 ones.) "What is 25 + 30?" (55.)

Pointing to cubes, digit cards or the chart, sign, writing, or a communication device all count as answers. Record yes, with help or not yet for each part.

Sources

- Common Core State Standards, Grade 1 Number and Operations in Base Ten (read to check what is usually expected in grade 1, not to claim alignment): https://web.archive.org/web/2025/https://www.thecorestandards.org/Math/Content/1/NBT/
- 1.NBT.A.1 count to 120 starting at any number less than 120, and read and write numerals in that range; 1.NBT.B.2 the two digits of a two-digit number are amounts of tens and ones, with the special cases (a) 10 as a bundle of ten ones called a "ten", (b) 11 to 19 as a ten and one to nine ones, (c) 10, 20 ... 90 as one to nine tens and 0 ones; 1.NBT.B.3 compare two two-digit numbers using the meaning of the digits, recording with >, = and <; 1.NBT.C.4 add within 100, including a two-digit number and a one-digit number, and a two-digit number and a multiple of 10, with models, drawings and place-value strategies, adding tens and tens, ones and ones, and sometimes composing a ten; 1.NBT.C.5 find 10 more or 10 less mentally, without counting, and explain the reasoning; 1.NBT.C.6 subtract multiples of 10 in the range 10 to 90 from multiples of 10, with a positive or zero answer.
- Common Core, Grade 1 introduction (four critical areas, the second being whole number relationships and place value): https://web.archive.org/web/2025/https://www.thecorestandards.org/Math/Content/1/introduction/

Known gaps and cautions

- Taking a one-digit number or a two-digit number away from a two-digit number (for example 42 - 7 or 56 - 23) is not taught here; only taking away multiples of ten. Those come in grade 2.
- Adding two two-digit numbers that are not multiples of ten (34 + 25) is not core; it appears only as a stretch task in lesson 5.
- Hundred charts differ: some start at 0, and some count upwards from the bottom. This unit uses 1 to 100 with 1 at the top left. If your class uses another chart, change "down a row" and "up a row" to match.
- Calling > and < a crocodile's mouth that "eats the bigger number" is a tradition some classes use, not part of the source. This unit asks children to read the symbols as words ("is greater than", "is less than"); the crocodile picture is optional.
- Fluency with 10 more and 10 less is expected; fluency with adding within 100 is not.
- Peer check: Gemini 4 Argon did a bounded text, link, timing and answer-key check at 944d536 (not an educator or accessibility review). Links, counts, timings and keys were correct. Its notes (some side-by-side builds in lessons 1 and 3 needed more than 100 cubes; the one-to-one check did not cover writing numbers past 100 or outcome 3; digit cards had no tactile marking) were fixed in the follow-up commit 096f355 (see PEERCHECKS.md), which Argon also diff-checked the same day.
- The lesson order and timings are my choice, not taken from a source.

Lesson 1: Grouping in tens and counting to 120

Unit overview - Next: Lesson 2

About 40 minutes.

Goal

Children count a large collection by grouping it into tens, say how many tens and ones there are, and count on past 100 up to 120.

Materials

- 100 linking cubes per pair.
- A collection of about 30 to 60 small objects per pair (cubes, large buttons or counters, too large to swallow), each on a tray or sheet of paper.
- Optional: about 60 craft sticks per pair, with paper strips and tape for wrapping bundles of ten.
- A number strip from 95 to 120 on the board, and a counting track or class number line if you have one.
- Whiteboards and pens, or paper and pencils.

Steps

✎ Opening (5 min)

Count together in ones from different starting numbers: "Start at 28 and count to 35." "Start at 56 and count to 64." Stop at the decade changes (29 to 30, 59 to 60) and ask: "What comes after 39?" (40.) Children who prefer not to say the numbers aloud can point along the number line or tap a finger for each number.

✎ Main activity (30 min)

1. **How many? (10 min).** Give each pair a collection of 30 to 60 objects. "Guess how many, then count them. How can you count so you don't lose track?" Let pairs try their own way first. Then show one way: make groups of ten (in lines, or as towers of linking cubes) and count the groups "10, 20, 30, 40", then the loose ones "41, 42, 43". Pairs count their collection again in tens and write the number. For example 4 groups of ten and 3 more is 43.
2. **Make a ten (10 min).** "Ten ones can become one ten." Each pair snaps cubes into towers of ten. If you have craft sticks, pairs wrap groups of ten sticks with a paper strip to make bundles. The teacher shows some towers and loose cubes and pairs say how many:
    - 2 towers and 6 cubes (26)
    - 5 towers and 0 cubes (50)
    - 1 tower and 8 cubes (18)

    - 7 towers and 4 cubes (74) Then pairs build numbers the teacher says: 35 (3 towers, 5 cubes); 60 (6 towers, no cubes); 19 (1 tower, 9 cubes).
3. **Past 100 (10 min).** Count from 95 to 120 together, pointing to the strip on the board: "...98, 99, 100, 101..." Show that the numbers after 100 go on like the numbers after 0: 101, 102, 103 ... 110, 111 ... 120. Pairs take turns: one says a start number between 95 and 110, the other counts on five numbers (for example 107: 108, 109, 110, 111, 112). Children write two of the numbers they said on a whiteboard (such as 104 and 111).

✓ Discussion questions (with answers)

- Why is counting in tens quicker than counting in ones? We count 4 groups instead of 40 single objects, and if we lose our place we only recount one group.
- Is a tower of ten cubes one thing or ten things? Both: it is ten ones, and we can also count it as one ten.
- What comes after 109? 110. (A common answer is "200"; see teacher notes.)

✓ Closing check (5 min, with answers)

Show 3 towers of ten and 6 loose cubes. "How many?" (36.) "Count on from 98 to 103." (99, 100, 101, 102, 103.)

Vocabulary

ten, tens, ones, group, bundle, tower, count on, hundred

Differentiation

- **Support:** collections up to 30; count to 50 instead of 120.
- **Stretch:** "I have 9 towers and 12 loose cubes. How many cubes?" (102: the 12 loose cubes make another tower and 2, so 10 towers and 2.) This needs more than one pair's 100 cubes: join with another pair, or draw lines for tens and dots for ones.
- Children with low vision or who are blind can count by touch: towers of ten feel different from loose cubes. Children can show answers by building with cubes, pointing to the number line, writing, signing, or using a communication device.

⚠ Safety

Use objects too large to swallow. Keep craft sticks on the tables, and no rubber bands (latex allergies, and they flick).

Teacher notes and misconceptions

- Some children count the towers in ones ("1, 2, 3, 4") and then the loose cubes ("5, 6, 7"), giving 7 instead of 43. Ask them to count one tower cube by cube, then say "so this tower is 10".

- Past 100, children often say "200" after 109, or write 101 as "1001" (one hundred, then one). Say and write the numbers together, and point out that 101 has three digits, like 100.

Lesson 2: Tens and ones on a place-value mat

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 40 minutes.

Goal

Children show two-digit numbers as tens and ones on a mat, explain that 11 to 19 are a ten and some ones and that 10, 20 ... 90 are tens with no ones, and say what each digit means.

Materials

- 100 linking cubes per pair, with some already snapped into towers of ten.
- A place-value mat per pair (tens on the left, ones on the right; card ridge down the middle and a rough sticker on the tens side).
- Two sets of digit cards 0 to 9 per pair, large print with a raised outline.
- Whiteboards and pens, or paper and pencils.

Steps

✎ Opening (5 min)

Show 2 towers and 4 loose cubes. "How many?" (24.) Put the towers on the tens side of a large mat and the loose cubes on the ones side, then put the digit card 2 under the tens side and 4 under the ones side. "The 2 tells us 2 tens. The 4 tells us 4 ones."

✎ Main activity (30 min)

1. **Teen numbers (10 min).** "Show 13 on your mat." (1 tower, 3 cubes.) Pairs show 11 to 19 in turn, putting digit cards under each side, and say the sentence "13 is 1 ten and 3 ones." Ask: "What is the same about all these numbers?" (They all have 1 ten; the first digit is always 1.)
2. **Decades (10 min).** "Show 30." (3 towers, no loose cubes.) "What digit goes on the ones side?" (0, because there are no ones.) Pairs show 20, 50, 80 and 90, and say "50 is 5 tens and 0 ones." Then ask: "How many tens is 100?" (10 tens.) Pairs check by putting 10 towers together.
3. **Same digits, different numbers (10 min).** Pairs show 27 and then 72 (2 tens and 7 ones; 7 tens and 2 ones). "Are they the same?" (No: 72 has many more cubes.) Then one child picks two digit cards and puts them on the mat; the partner builds the number with cubes and says it. Swap roles. Examples to check: 4 and 6 (46 or 64), 9 and 1 (91 or 19), 5 and 0 (50, or 05, which is just 5).

✓ Discussion questions (with answers)

- In 46, what does the 4 mean? 4 tens, which is 40.

- Why is there a 0 in 60? To show there are no ones; without it the number would be 6.
- Is 19 more like 10 or like 90? Like 10: it has only 1 ten (19 is 1 ten and 9 ones).

✓ Closing check (5 min, with answers)

"Show 52 on your mat." (5 towers, 2 cubes.) "What does the 5 mean?" (5 tens, 50.) "How many tens and ones in 80?" (8 tens, 0 ones.)

Vocabulary

place value, tens, ones, digit, tens side, ones side, teen numbers

Differentiation

- **Support:** numbers to 30; one digit card set and a ready-made tower per ten.
- **Stretch:** "Show 34 a different way, using only 2 towers." (2 towers and 14 loose cubes.)
- The ridge and the rough sticker let children tell the two sides of the mat apart by touch, so colour is never the only clue. Children can answer by pointing, building, signing, or using a communication device.

⚠ Safety

Use cubes too large to swallow.

Teacher notes and misconceptions

- The teen number names are irregular: "thirteen" says the 3 first, but the 1 ten is written first. Children often write 13 as 31. Saying "1 ten and 3 ones" before writing helps.
- Some children read the digits but not their value ("46 is a 4 and a 6"). Keep asking "4 what?" until the answer is "4 tens".

Lesson 3: Comparing two-digit numbers

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 40 minutes.

Goal

Children compare two two-digit numbers by looking at the tens first and then the ones, and record the result with the symbols >, = and <.

Materials

- 100 linking cubes per pair, with towers of ten.
- A place-value mat per pair.
- Two sets of digit cards 0 to 9 per pair, large print with a raised outline.
- Symbol cards >, < and = per pair, with raised outlines.
- Optional: a toy or home-made balance.
- Whiteboards and pens, or paper and pencils.

Steps

✎ Opening (5 min)

Build 34 and 43 side by side with towers and cubes. "Which has more cubes? How can you tell quickly?" (43: it has 4 tens, and 34 has only 3 tens. The ones do not matter here, because one ten is more than any number of ones up to 9.)

✎ Main activity (30 min)

1. **Tens first, then ones (10 min).** Pairs build each pair of numbers and say which is greater:
    - 36 and 32 (36; same tens, so look at the ones: 6 is more than 2)
    - 50 and 49 (50; 5 tens is more than 4 tens, even though 49 has 9 ones)
    - 41 and 14 (41; 4 tens is more than 1 ten)
    - 28 and 28 (they are equal) Each time, children say the sentence: "36 is greater than 32."
2. **The symbols (10 min).** Write 36 > 32 and read it: "36 is greater than 32." Write 32 < 36 and read it: "32 is less than 36." The pointed end points to the smaller number; the open side faces the greater number. (Some classes call the symbol a crocodile's mouth that opens towards the bigger number; that picture is optional.) Pairs put a symbol card between number cards and read the sentence aloud or sign it:
    - 63 and 36 (63 > 36)
    - 47 and 49 (47 < 49)
    - 80 and 80 (80 = 80)
    - 15 and 51 (15 < 51)

3. **Make the bigger number (10 min).** Each child in a pair takes two digit cards without looking and arranges them to make the greatest number they can (with 3 and 7, make 73). Partners put their numbers side by side, place the right symbol between them and read the sentence. The child with the greater number keeps a cube; play several rounds. Tell children that "0" cannot go first in this game, since 05 is just 5.

✓ Discussion questions (with answers)

- Why do we look at the tens first? Because one ten is more than all the ones in a number (at most 9), so the number with more tens is greater.
- When do we need to look at the ones? When the tens are the same, as in 36 and 32.
- You have the cards 3 and 7. What is the greatest number you can make, and the smallest? 73 and 37.

✓ Closing check (5 min, with answers)

"Which symbol goes between 63 and 36?" (>, 63 is greater.) "Between 47 and 49?" (<, 47 is less.) "Read this: 28 = 28." ("28 is equal to 28.")

Vocabulary

greater than, less than, equal to, compare, symbol, tens first

Differentiation

- **Support:** compare numbers within 30, and build both numbers every time before choosing a symbol. Use a balance to show "equal" if you have one.
- **Stretch:** "Find all the numbers that make this true: 4□ > 46." (47, 48, 49.)
- Raised symbol cards let children feel which way the symbol points. Children can answer by placing a card, pointing, signing, or using a communication device.

⚠ Safety

Use cubes too large to swallow.

Teacher notes and misconceptions

- Every number built in this lesson fits in one pair's 100 cubes (the biggest side-by-side build, 50 and 49, uses 99).
- Children who look at the ones first may say 49 is greater than 50 ("9 is bigger than 0"). Build both: 4 towers and 9 cubes next to 5 towers.
- The symbols are often reversed. Reading the whole sentence aloud, from left to right, is a better check than remembering which way the symbol faces.

Lesson 4: Ten more, ten less, and adding and taking tens

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 40 minutes.

Goal

Children find 10 more and 10 less than a two-digit number without counting in ones, and add and take away multiples of ten.

Materials

- A 1 to 100 chart per pair (ten rows of ten, 1 at the top left) and a large one for the board, with three counters per child.
- 100 linking cubes per pair, with towers of ten.
- Whiteboards and pens, or paper and pencils.

Steps

✎ Opening (5 min)

Count in tens together from 0 to 100, then from 3: "3, 13, 23, 33 ..." up to 93. "What changes and what stays the same?" (The tens digit goes up by one; the ones digit stays 3.)

✎ Main activity (30 min)

1. **Patterns on the chart (10 min).** Pairs put a counter on 24 and then on the number just below it (34) and just above it (14). "What happens when we move down one row?" (The number goes up by 10.) "Up one row?" (It goes down by 10.) Pairs try from 57 (down 67, up 47) and from 81 (down 91, up 71).
2. **10 more, 10 less (10 min).** Build 34 with towers and cubes. "Add one tower. How many now?" (44.) "Take away one tower from 34." (24.) Only the tens change. Pairs answer without counting in ones, then check on the chart or with cubes:
    - 10 more than 46 (56)
    - 10 less than 71 (61)
    - 10 more than 89 (99)
    - 10 less than 15 (5)
    - 10 more than 90 (100)
3. **Adding and taking tens (10 min).** "30 + 40. 3 tens and 4 tens make 7 tens, so 70." Pairs use towers only:
    - 50 + 20 (70)
    - 30 + 60 (90)
    - 80 - 30 (50)
    - 90 - 40 (50)

    - 60 - 60 (0) Each time ask children to say it in tens: "8 tens take away 3 tens is 5 tens."

✓ Discussion questions (with answers)

- Why does only the tens digit change when we add 10? We add one ten and no ones, so the ones stay the same.
- What is 10 less than 15, and where is it on the chart? 5. It is in the same column as 15, one row up.
- How is 7 - 4 like 70 - 40? 7 ones take away 4 ones is 3 ones; 7 tens take away 4 tens is 3 tens, or 30.

✓ Closing check (5 min, with answers)

"What is 10 more than 52?" (62.) "10 less than 52?" (42.) "What is 70 - 20?" (50.)

Vocabulary

10 more, 10 less, row, column, hundred chart, multiple of ten

Differentiation

- **Support:** use towers and cubes for every question before the chart; numbers to 50.
- **Stretch:** "What is 20 more than 37? 30 less than 85?" (57; 55.)
- Large-print charts with a raised dot on each number in the 10s column help children with low vision or who are blind find the rows. Counters mark numbers, so colour is never needed. Children can answer by pointing, building, signing, or using a communication device.

⚠ Safety

Use cubes and counters too large to swallow.

Teacher notes and misconceptions

- Some children count on ten ones every time ("46, 47, 48 ... 56"). That gives the right answer but misses the point; ask "What changed?" and build it with one tower.
- On the chart, the numbers that end in 0 sit at the right-hand end of each row, so 30 is in the row with 21 to 29, not with 31. Children may expect 30 to start a new row.

Lesson 5: Adding within 100

Unit overview - Previous: Lesson 4

About 40 minutes.

Goal

Children add a multiple of ten or a one-digit number to a two-digit number within 100, putting tens with tens and ones with ones, and make a new ten when the ones add up to 10 or more.

Materials

- 100 linking cubes per pair, with towers of ten.
- A place-value mat per pair.
- Two sets of digit cards 0 to 9 per pair, large print with a raised outline.
- Whiteboards and pens, or paper and pencils.

Steps

✎ Opening (5 min)

Quick questions from lesson 4: "10 more than 63?" (73.) "40 + 30?" (70.) "What is 7 + 5?" (12.) "How many tens and ones is 12?" (1 ten and 2 ones.)

✎ Main activity (30 min)

1. **Adding tens (10 min).** "23 + 30. Build 23 on your mat. Add 3 towers to the tens side. How many tens now? How many ones?" (5 tens, 3 ones: 53.) Only the tens change. Pairs build and write the number sentence:
    - 46 + 20 (66)
    - 58 + 40 (98)
    - 15 + 70 (85)
2. **Adding ones (10 min).** "32 + 5. Build 32, add 5 loose cubes to the ones side." (3 tens, 7 ones: 37.) Only the ones change. Pairs try:
    - 61 + 7 (68)
    - 44 + 4 (48)
    - 83 + 6 (89)
3. **Making a new ten (10 min).** "27 + 5. Build 27, add 5 loose cubes. How many ones now?" (12.) "Can we make a new tower?" Snap 10 of the ones into a tower and move it to the tens side: now 3 tens and 2 ones, 32. Write it as 7 + 5 = 12, so 20 + 12 = 32. Pairs try, making a new tower each time:
    - 38 + 6 (44)
    - 45 + 9 (54)
    - 56 + 4 (60; the new ten leaves no ones)

✓ Discussion questions (with answers)

- In 23 + 30, why do we add the 3 tens to the tens side, not the ones side? 30 is 3 tens; 23 + 3 would be 26, which is a different sum.
- When do we need to make a new ten? When the ones add up to 10 or more, as in 27 + 5, where 7 + 5 = 12.
- Why is 56 + 4 exactly 60? 6 + 4 = 10 ones, which is a new ten, so we have 6 tens and no ones.

✓ Closing check (5 min, with answers)

"36 + 7. Show me with cubes or a drawing." (43: 6 + 7 = 13, a new ten and 3 ones, so 4 tens and 3 ones.) "52 + 30?" (82.)

Vocabulary

add, tens, ones, make a new ten, number sentence, sum

Differentiation

- **Support:** questions without a new ten first; totals up to 50; build every question with cubes.
- **Stretch:** "34 + 25. Add the tens, then the ones." (30 + 20 = 50, 4 + 5 = 9, so 59.) Then: "27 + 35." (50 + 12 = 62.)
- Children can draw tens as lines and ones as dots instead of using cubes. Children who are blind or have low vision can build on the tactile mat. Answers can be given by pointing to digit cards, building, signing, or a communication device.

⚠ Safety

Use cubes too large to swallow.

Teacher notes and misconceptions

- A common error in 23 + 30 is adding the 3 to the ones (answer 26) or writing "2330". Saying "30 is 3 tens" before building helps.
- In 27 + 5, some children write 212 ("2 tens and 12 ones"). Making the new tower with real cubes, and moving it to the tens side, shows why the answer is 32.
- Use the last part of the week for the one-to-one check in the unit overview.

Grade 1 Mathematics: Measuring Length and Putting Shapes Together (5 lessons, about 4 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 3. Builds on term 2: Tens and ones to 100

Big idea

To compare lengths fairly, we line the ends up. When two things cannot be put side by side, a third thing (a piece of string) can carry one length to the other. To say how long something is, we lay copies of one small unit end to end, with no gaps and no overlaps, and count them. Shapes have a few things that make them that shape (a triangle is closed and has three straight sides), and things that do not matter (colour, size, which way it is turned). Shapes can be put together to make new shapes.

Outcomes

By the end of the unit most children can:

1. Put three objects in order from shortest to longest, lining up the ends.
2. Compare two lengths that cannot be put side by side by using a third object, and explain the result in words ("the string was the same as the table, and the rug was longer than the string, so the rug is longer").
3. Measure a length by laying equal units end to end with no gaps or overlaps, and say the length as a number of units ("8 cubes long").
4. Say whether a shape is a triangle, square or rectangle using its sides and corners, not its colour, size or which way it is turned, and build one with craft sticks or draw one.
5. Put two or more shapes together to make a new shape (two triangles make a square), and use that new shape to make a bigger one.

Prior knowledge

The kindergarten units on comparing (longer, shorter, taller) and naming flat shapes, and counting to 20 and beyond from terms 1 and 2.

Lessons

Each lesson is about 40 minutes: a short whole-class start, paired work and a closing check. Split a lesson over two days if needed; the unit runs over about 4 weeks, so measuring and shape sorting should come back in short daily practice (5 minutes).

1. Shortest to longest

2. Comparing with a piece of string
3. Measuring with equal units
4. What makes a triangle a triangle?
5. Putting shapes together

Materials (whole class unless noted)

- Lesson 1: two pencils of different lengths; per pair, two sets of three stiff card strips (set 1: 8, 14 and 20 cm; set 2: 11, 17 and 24 cm), each strip marked with a letter (A, B, C) and the same number of raised dots (1, 2, 3); a hardback book or ruler as an edge to line ends up against; per child, a recording sheet and glue stick; 6 spare strips and a large book to stand up as a screen for the closing check (see lesson 1).
- Lesson 2: masking tape; six measuring stations prepared before the lesson (see lesson 2); per pair, one piece of string about 1.5 m long, cut by an adult, and two clothes pegs; per child, a recording sheet and two small answer cards (a table picture and a rug picture); two picture cards for the closing check (see lesson 2); the teacher's answer key for the stations.
- Lesson 3: per pair, 30 linking cubes all the same size (the cubes from term 2), 10 unit cards (identical card rectangles, each exactly as long as two cubes), and three card strips to measure, cut to exactly 6, 8 and 10 cubes long; per child, a recording sheet; a tray with four demonstration strips (one with a gap, one with an overlap, one with mixed cubes and unit cards, and one measured correctly).
- Lesson 4: per pair, a set of 24 shape cards cut from card (so edges can be felt): 8 triangles of different sizes, colours and turns, 4 squares, 4 rectangles, and 8 "not quite" shapes (a three-sided shape with a gap, a three-sided shape with one curved side, a four-sided shape that is not a rectangle, a circle, a half-circle, and three other shapes with more than four sides); four large shape cards for the closing check, hand-sized copies of them and a small blue triangle (see lesson 4); a sorting mat with two areas labelled "triangle" and "not a triangle" (words, a drawn triangle and a raised outline); per child, 8 craft sticks (checked for splinters) and a whiteboard and pen.
- Lesson 5: per pair, a bag of card shapes: 8 right-angled triangles (two equal 5 cm sides), 4 squares (5 cm sides), 2 rectangles (5 cm by 10 cm), 4 half-circles (10 cm across) and 4 quarter-circles (5 cm radius); 6 outline cards to fill (see lesson 5); per child, a blank sheet, pencil, whiteboard and pen; a larger set of the card shapes for the teacher to show.
- Assessment: one set of lesson 1 strips, the lesson 2 picture cards, a lesson 3 strip and cubes, 6 shape cards, 8 craft sticks and 4 triangles from lesson 5.

Assessment

Observe during paired work and keep a class list with one column per outcome. A one-to-one check (about 6 minutes per child, so about 2.5 hours for 25 children, spread over the fourth week):

- Give three strips from set 2, ends not lined up. "Put them in order from shortest to longest." (11, 17, 24 cm. Watch whether the child lines up the ends.)
- Show the two lesson 2 picture cards and say: "Sam's string was just as long as the table. The string was shorter than the rug. Which is longer, the table or the rug?" (The rug.)
- Give the 8-cube strip and loose cubes. "How long is this strip in cubes?" (8 cubes, laid end to end with no gaps or overlaps.) Then show the gap strip from lesson 3: "Is this measured right? Why not?" (No: there is a gap, so the count is too small.)
- Give 6 shape cards (2 triangles turned different ways, a square, a rectangle, the three-sided shape with a gap, and the shape with a curved side). "Give me all the triangles." (The 2

triangles only.) "Why is this one not a triangle?" (It is not closed / one side is not straight.) "Which card is a rectangle but not a square?" (The rectangle.)
- Give 4 craft sticks. "Make a triangle." Then, with 4 sticks, "Make a square." (A closed shape with three straight sides; then four equal sides and four square corners. Drawing the shapes on a whiteboard counts too.)
- Give 4 right-angled triangles. "Make a square." (Long sides together.) "Now make a rectangle using that square." (Make a second square from the other two triangles and put the two squares side by side.)

Pointing, moving the pieces, sign, writing, or a communication device all count as answers. Record yes, with help or not yet for each part.

Sources

- Common Core State Standards, Grade 1 Measurement and Data (read to check what is usually expected in grade 1, not to claim alignment): https://web.archive.org/web/2025/https://www.thecorestandards.org/Math/Content/1/MD/
- 1.MD.A.1 order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.A.2 express the length of an object as a whole number of length units by laying multiple copies of a shorter object end to end; the length is the number of same-size units that span it with no gaps or overlaps; limited to objects spanned by a whole number of units.
- Common Core, Grade 1 Geometry: https://web.archive.org/web/2025/https://www.thecorestandards.org/Math/Content/1/G/
- 1.G.A.1 distinguish defining attributes (for example, triangles are closed and three-sided) from non-defining attributes (colour, orientation, overall size); build and draw shapes with defining attributes. 1.G.A.2 compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles) to make a composite shape, and compose new shapes from the composite shape. A footnote says children should use transitivity to make indirect comparisons but need not use the term.
- Common Core, Grade 1 introduction (four critical areas, the third being linear measurement as iterating length units and the fourth composing and decomposing shapes): https://web.archive.org/web/2025/https://www.thecorestandards.org/Math/Content/1/introduction/

Known gaps and cautions

- Peer check: Gemini 4 Argon did a bounded text, link, timing, number and shape-geometry check at 1ba989a (not an educator or accessibility review). Its notes (the assessment did not check building or drawing shapes, or making a bigger shape from a made shape; station lines in lesson 2 needed feelable marks at both ends, not only the start) were fixed in 049cf5e, which Gemini 4 Argon also diff-checked the same day (see PEERCHECKS.md). This is a peer check by an AI agent, not an educator review.
- Not covered here: telling time (1.MD.B.3), data with up to three categories (1.MD.C.4; the term 3 computing unit in the year plan sorts and counts with a picture chart) and halves and quarters (1.G.A.3). A school following the Common Core would need to teach these elsewhere.
- Three-dimensional shapes (cubes, cylinders, cones) are named in 1.G.A.2 but this unit uses flat shapes only.
- Standard units (centimetres, inches) are not taught; the strip lengths in centimetres are for the teacher to cut them.

- The unit never measures or compares children's bodies (heights, hands, feet). That is a choice made here, not from the source, so that nobody's size is compared in front of the class.
- The strip lengths, station objects and shape sets are examples, not from a source.

Lesson 1: Shortest to longest

Unit overview - Next: Lesson 2

About 40 minutes.

Goal

Children put three objects in order by length and explain that the ends must be lined up to compare fairly.

Materials

- Two pencils of different lengths (for example 10 cm and 15 cm).
- Per pair: two sets of three stiff card strips (set 1: 8, 14 and 20 cm; set 2: 11, 17 and 24 cm). Mark each strip with a letter (A, B, C, in a mixed order so the letters do not give the answer) and the same number of raised dots (one dot for A, two for B, three for C).
- Per pair: a hardback book or ruler to line the ends up against.
- Per child: a recording sheet with three empty boxes labelled "shortest", "in between" and "longest", and a glue stick.
- For the closing check: 6 spare strips (two sets of three, made like set 1 and set 2) and a large book to stand up as a screen.

Steps

✎ Opening (5 min)

Hold the two pencils upright in one fist so the short pencil sticks up higher than the long one (its bottom end is hidden lower down in your hand). "Which pencil is longer?" Many children will say the one that sticks up. Open your hand and lay both pencils on the table with their ends against the edge of a book. "Now which is longer?" Agree: **to compare lengths, line up the ends.**

✎ Main activity (30 min)

1. Model with set 1: put the three strips against the book edge, ends touching it, and run a finger along to the other ends. "Which end sticks out furthest? That strip is the longest." Say the order aloud: shortest, in between, longest.
2. Pairs order set 1 against their own book edge. One child lines up the ends; the other says the order. Swap roles and do set 2.
3. Each child glues one set on their recording sheet, shortest to longest.
4. Stretch: "Mix both sets together. Can you put all six strips in order?" (8, 11, 14, 17, 20, 24 cm.)

✓ Discussion questions (with answers)

- "Why did the short pencil look longer at the start?" (Its ends were not lined up with the other pencil's ends.)
- "B is longer than A. C is longer than B. Is C longer than A?" (Yes.)
- "If I turn the longest strip round, is it still the longest?" (Yes; turning it does not change its length.)

✓ Closing check (5 min, with answers)

Behind the standing book, lay out three of the spare strips with their ends not lined up, then lift the book away. Each child shows on their fingers (1, 2 or 3 dots) which strip is the longest, all at the same time, then which is the shortest. Repeat once with the other spare set. (Children who line the ends up in their heads or ask to move the strips are doing the right thing; let them move them.)

Vocabulary

long, longer, longest; short, shorter, shortest; in between; length; line up the ends

Differentiation

- Support: use two strips before three, with a big difference in length.
- Stretch: the six-strip order above; or order three classroom objects (a crayon, a glue stick, a pencil case) chosen by the child.
- Blind or low-vision children: line the strips up against the book edge by touch and feel which end sticks out furthest; the raised dots name the strips.
- Children who cannot use their fingers easily can nudge strips with a palm or say/point to the order; a partner can line up the ends while they direct.
- For the closing check, children who do not use fingers can point, nod at the right strip as the teacher touches each one, or sign; blind children feel the three strips after the book is lifted.
- Colour is never the only clue; letters and dots name the strips.

⚠ Safety

Card strips only; no scissors for children in this lesson.

Teacher notes and misconceptions

- Children often compare only one end (whichever sticks out at the top or right). The pencil opening is there to make that visible.
- "Longest" and "tallest" are the same idea; "tallest" is used when the object stands up.

Lesson 2: Comparing with a piece of string

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 40 minutes.

Goal

Children compare two lengths that cannot be put side by side by carrying one length to the other with a piece of string, and explain the result.

Materials

- Masking tape and six measuring stations, set up before the lesson. Each station has two lengths in different places, marked A and B with a letter and a raised tape tab at both ends of each line (a folded tab at the start and a small block or a dot of tape at the finish), so the ends can be felt. An example set (not from a source; change it to fit your room):
    1. Two floor lines in different corners: A 100 cm, B 120 cm.
    2. A line on a table top (A, 60 cm) and a line on the floor (B, 50 cm).
    3. A line on a wall at about 80 cm from the floor, so it can be reached from a wheelchair (A, 70 cm), and a floor line (B, 70 cm). These are the same length.
    4. Two floor lines, one straight across (A, 80 cm) and one slanting (B, 90 cm).
    5. The width of the teacher's table (A) and the width of a cupboard (B). Choose two things that are each shorter than the string.
    6. The width of the classroom door (A) and the width of a bookshelf (B).
- The teacher's answer key: write the answers for stations 5 and 6 after checking them with string before the lesson.
- Per pair: one piece of string about 1.5 m long, cut by an adult, and two clothes pegs.
- Per child: a recording sheet with a row per station: "A is longer", "B is longer", "the same" (words and simple pictures), to circle.
- Two picture cards for the closing check: a table with a string lying along it, just as long, and a rug with the same string lying on it, shorter than the rug.
- Per child: two small answer cards, one with a table picture and one with a rug picture.

Steps

✎ Opening (5 min)

"I want to know if this table is longer than the rug. Can I pick up the table and put it next to the rug?" (No, it is too heavy.) "In lesson 1 we lined the ends up. What could we do now?" Take ideas. Show the string: lay it along line A at station 1 with one end at the start tab, and clip a peg on the string exactly where line A ends. "Now the string remembers how long line A is." Carry it to line B.

✎ Main activity (30 min)

1. At station 1, lay the string along line B from its start tab. "Does the peg come before the end of B, at the end, or past it?" (Before the end: B is longer.) Say the reasoning aloud together: "The string is as long as A. B is longer than the string. So B is longer than A."
2. Pairs visit three or four stations. One child holds the string's end at the start tab; the other lays it along and clips the peg. They swap roles at the next station. Each child circles the answer on their sheet.
3. As you go round, ask each pair to say the reasoning sentence for one station: "The string is as long as ... . is longer / shorter / the same as the string. So ... ."
4. Stretch: "Use the string to find something in the room that is about as long as line A at station 1." (Answers vary; check by laying the string along it.)

✓ Discussion questions (with answers)

- Station 1: B is longer. Station 2: A is longer. Station 3: the same. Station 4: B is longer. Stations 5 and 6: see your key.
- "At station 3, one line is on the wall and one is on the floor. Does that change which is longer?" (No; where a line is, or which way it points, does not change its length.)
- "What would go wrong if the string's end did not start at the start tab?" (The peg would not show the real length; it is like not lining up the ends.)

✓ Closing check (5 min, with answers)

Show the two picture cards and say: "Sam's string was just as long as the table. Then Sam put the string on the rug. The string was shorter than the rug. Which is longer, the table or the rug?" Children hold up one answer card at the same time. (The rug.) Then: "If the string had been longer than the rug, which would be longer?" (The table.)

Vocabulary

compare; just as long as; the same length; longer than; shorter than; start; end

Differentiation

- Support: begin with station 1 or 4, where the difference is 10 to 20 cm; an adult can hold the start end.
- Stretch: put three lengths in order with the string: line A at station 4 and both lines at station 1. (Station 4 line A is shortest, then station 1 line A, then station 1 line B.)
- Blind or low-vision children: feel the folded start tab and the block or tape dot at the finish; feel where the peg sits against the finish.
- Wheelchair users: station 3's wall line and table lines are reachable; for floor lines, a partner lays the string while the child directs and checks the peg.
- Children who use sign or a device give the reasoning sentence that way; a partner can say it while they point to each part.

⚠ Safety

- Adults cut and hand out the string; no scissors for children.
- String goes along lines and objects only, never round fingers, wrists or necks. Collect it at the end of the lesson.
- Floor stations should be away from doors and walkways so nobody trips.

Teacher notes and misconceptions

- The lengths of stations 1 to 4 are chosen so the answers are clear (at least 10 cm apart) except station 3, where the point is that two lengths in different places can be the same.
- Some children think a slanting line is longer because it "goes further". Station 4 lets them check.
- The standards expect children to use this kind of reasoning ("if A is the same as the string and B is longer than the string, B is longer than A") without learning a name for it.

Lesson 3: Measuring with equal units

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 40 minutes.

Goal

Children measure a length by laying equal units end to end, with no gaps and no overlaps, and say the length as a number of units.

Materials

- Per pair: 30 linking cubes all the same size (the cubes from term 2).
- Per pair: 10 unit cards: identical card rectangles, each exactly as long as two cubes joined together.
- Per pair: three card strips to measure, cut to exactly 6, 8 and 10 cubes long and labelled with a letter and raised dots (P, one dot; Q, two dots; R, three dots).
- A tray with three demonstration strips measured wrongly: one with a gap between two cubes, one with two cubes overlapping (one cube pushed partly on top of another), and one with cubes and unit cards mixed; and a fourth strip measured correctly with cubes, for the closing check.
- Per child: a recording sheet with a row for each strip: "Strip P is ... cubes long" and "Strip P is ... unit cards long".

Steps

✎ Opening (5 min)

Lay a strip on the table and put loose cubes along it with gaps between them. "I counted 4 cubes, so it is 4 cubes long. Do you agree?" Take ideas. Push the cubes together with no gaps, and keep adding cubes until they reach the end. Count again. Agree the rules: **start at one end, no gaps, no overlaps, all the units the same size, stop at the other end.**

✎ Main activity (30 min)

1. Pairs measure strips P, Q and R with cubes. One child lays the cubes from the start end; the other checks for gaps and overlaps and counts. Swap for each strip. Children write or say the number (P 6, Q 8, R 10).
2. Pairs measure the same strips with unit cards (P 3, Q 4, R 5).
3. Show the tray. For each demonstration strip, ask: "What went wrong? Will the count be too big or too small?" (Gap: some of the strip is not covered, so the count is too small. Overlap: two units share the same bit of strip, so the count is too big. Mixed units: the number does not tell us how long, because the units are not the same.)

4. Stretch: "Strip R is 10 cubes long but only 5 unit cards long. Why are the numbers different?" (A unit card is as long as two cubes, so you need fewer of them.) Or: lay P, Q and R end to end and measure all three together (24 cubes).

✓ Discussion questions (with answers)

- "Strip Q is 8 cubes long. If Ali counts 7, what might have happened?" (A gap, or Ali did not start at the end.)
- "If Ben counts 9, what might have happened?" (An overlap, or a cube past the end.)
- "Could we measure with a cube and a pencil and a crayon?" (No; the units must all be the same size, or the number does not mean anything.)

✓ Closing check (5 min, with answers)

Hold up each demonstration strip from the tray, one at a time, and a fourth strip measured correctly. Children show thumbs up (measured right) or thumbs down (measured wrong) at the same time. (Gap: down. Overlap: down. Mixed: down. Correct: up.) Then ask one child to say what was wrong with the gap strip. (It has a gap, so the count is too small.)

Vocabulary

measure; unit; end to end; gap; overlap; the same size; how long

Differentiation

- Support: measure strip P only, then Q; place a line on the strip where each cube should go (6 boxes drawn on strip P).
- Stretch: the two stretch questions above.
- Blind or low-vision children: feel along the strip for gaps between cubes, and feel that the last cube ends at the strip's end; linking the cubes together removes gaps.
- Children who cannot use their fingers easily can direct a partner ("one more, push it closer") and check by looking or touching with a palm.
- Children who do not use thumbs can hold up a "yes" or "no" card, or nod or shake their head, for the closing check.

⚠ Safety

Collect loose cubes from the floor; nobody should step on them.

Teacher notes and misconceptions

- The strips are cut so they are exactly a whole number of units long; the standard limits grade 1 measuring to this.
- Linking the cubes into a train is a good way to avoid gaps. Some children count the cubes before they have reached the end; ask them to run a finger along to check.

- Comparing cube counts with unit-card counts is a stretch, not an outcome.

Lesson 4: What makes a triangle a triangle?

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 40 minutes.

Goal

Children decide whether a shape is a triangle, square or rectangle by its sides and corners, not by its colour, size or which way it is turned, and build these shapes with craft sticks.

Materials

- Per pair: a set of 24 shape cards cut from card (so the edges can be felt): 8 triangles of different sizes, colours and turns (including long thin ones and upside-down ones); 4 squares; 4 rectangles that are not squares; and 8 "not quite" shapes: a three-sided shape with a gap at one corner, a three-sided shape with one curved side, a four-sided shape that is not a rectangle, a circle, a half-circle, and three shapes with more than four sides.
- Per pair: a sorting mat with two areas labelled "triangle" and "not a triangle" (the words, a drawn triangle and a raised outline of a triangle).
- Four large shape cards for the closing check: an upside-down triangle, a three-sided shape with a gap, a big red triangle, and a three-sided shape with one curved side; a hand-sized copy of each of these four, and a small blue triangle, for the opening and for children who check by touch.
- Per child: 8 craft sticks (checked for splinters), a whiteboard and pen.

Steps

✎ Opening (5 min)

Hold up the big red triangle card, then turn it upside down. "Is it still a triangle?" Then the small blue triangle. "Is this a triangle?" Agree that colour, size and turning do not change what shape it is. Ask: "So what does make a triangle?" Collect ideas and agree on: **closed (no gaps), three straight sides, three corners.**

✎ Main activity (30 min)

1. Pairs sort their shape cards onto the mat: triangle or not a triangle. For each "not a triangle" card with three sides, they say why. (Gap: not closed. Curved side: not all sides straight.)
2. Take the squares and rectangles out of the "not a triangle" pile. Count sides and feel the corners. "Both have four straight sides and four square corners. A square's sides are all the same length." Pairs sort them into squares and rectangles.
3. Building: each child makes a triangle with 3 craft sticks, then a square with 4. "Can you make a rectangle that is not a square?" (Use 6 sticks: two sticks end to end for each long side, one stick for each short side.) Children check each other's shapes against the rules.

4. Children draw one triangle and one rectangle on their whiteboard and show a partner.
5. Stretch: "Make the biggest triangle you can with all 8 sticks." Or: "Draw a triangle that nobody else in the class will draw." (Any closed shape with three straight sides counts.)

✓ Discussion questions (with answers)

- "Mia says this long thin shape is not a triangle because it is too thin. Is she right?" (No: it is closed and has three straight sides, so it is a triangle.)
- "Is a square turned on its corner still a square?" (Yes; turning does not change the shape.)
- "Why is the shape with a gap not a triangle?" (It is not closed.)

✓ Closing check (5 min, with answers)

Hold up the four large closing-check cards, one at a time, and leave them in a row. Each child writes on their whiteboard how many of the four are triangles and everyone holds up together. (2: the upside-down triangle and the big red triangle.) Ask one child why the curved one is not a triangle. (One side is not straight.)

Vocabulary

triangle; square; rectangle; side; corner; straight; curved; closed; turned

Differentiation

- Support: sort only triangles and circles first, then add the "not quite" shapes.
- Stretch: the two stretch tasks above.
- Blind or low-vision children: feel along each edge for straight or curved sides and count corners by touch; the gap shape has a clear gap to feel. For the closing check, give them a hand-sized copy of each card to feel.
- Children who cannot hold craft sticks easily can direct a partner by pointing to where each stick goes.
- Children who cannot write a number can hold up fingers, point to a number card, or sign.
- Colour is never the clue to a shape's name.

⚠ Safety

Check craft sticks for splinters before the lesson; collect them afterwards.

Teacher notes and misconceptions

- Children often think a triangle must have a flat bottom and a point at the top, because that is how pictures usually show it. Many turned and thin triangles in the card set help.
- A square is a special kind of rectangle (it has four square corners). Some classes say this in grade 1 and some leave it for later; it is not assessed in this unit.

Lesson 5: Putting shapes together

Unit overview - Previous: Lesson 4

About 40 minutes.

Goal

Children put two or more shapes together to make a new shape, then use that new shape to make a bigger one.

Materials

- Per pair: a bag of card shapes: 8 right-angled triangles (the two sides next to the square corner are each 5 cm), 4 squares (5 cm sides), 2 rectangles (5 cm by 10 cm), 4 half-circles (10 cm across) and 4 quarter-circles (5 cm radius).
- Per pair: 6 outline cards, each with a shape drawn full size and its outline raised (glue line or wool) so it can be felt:
    1. a square, 5 cm sides;
    2. a rectangle, 5 cm by 10 cm;
    3. a circle, 10 cm across;
    4. a trapezoid, 15 cm along the bottom, 5 cm along the top, 5 cm high;
    5. a big right-angled triangle, 10 cm along each side next to the square corner;
    6. a big square, 10 cm sides.
- Per child: a blank sheet and a pencil, for drawing round a design.
- Per child: a whiteboard and pen (as in lesson 4), for the closing check.
- One set of the card shapes, larger, for the teacher to show (or a visualiser).

Steps

✎ Opening (5 min)

Show two triangles. "What shape could these two triangles make if I put them together?" Take guesses, then put the long sides together: a square. Then: "Two of these squares?" (A rectangle.) "Now we have made a rectangle out of triangles and a square. We made a new shape from a shape we had already made."

✎ Main activity (30 min)

1. Pairs fill outline cards 1, 2 and 3 with shapes from the bag, so that the shapes cover the outline with no gaps and no overlaps. They say which shapes they used.
2. Then cards 4, 5 and 6. Encourage more than one way for each card.
3. Free building: each child makes their own picture or pattern from at least four shapes and draws round it on their sheet. Partners say one shape they can see that was made from two smaller shapes.
4. Opt-in share: children who want to can show their design to the class. Nobody has to.

5. Stretch: "Make a big square from triangles only. How many triangles do you need?" (8 for card 6.) "Make a circle from quarter-circles. How many?" (4.)

✓ Discussion questions (with answers)

Answer key for the outline cards (other correct ways count too; check with the shapes):

- Card 1 square: 2 triangles (or 1 square).
- Card 2 rectangle: 2 squares, 4 triangles, 2 triangles and 1 square, or 1 rectangle.
- Card 3 circle: 2 half-circles, or 4 quarter-circles, or 1 half-circle and 2 quarter-circles.
- Card 4 trapezoid: 1 square in the middle with a triangle on each side, or 4 triangles.
- Card 5 big triangle: 4 triangles, or 1 square and 2 triangles.
- Card 6 big square: 4 squares, 2 rectangles, 8 triangles, or a mix (for example 1 rectangle and 2 squares).
- "Two half-circles make a circle. What do two quarter-circles make?" (A half-circle.)

✓ Closing check (5 min, with answers)

Show outline card 1 and two triangles. "How many triangles fill this square?" Children write the number on a whiteboard, or hold up fingers, at the same time. (2.) Then show outline card 6: "How many small squares fill this big square?" (4.)

Vocabulary

put together; make; new shape; square; rectangle; triangle; trapezoid; half-circle; quarter-circle; circle; no gaps, no overlaps

Differentiation

- Support: start with cards 1 and 3, with the shapes needed set out beside the card.
- Stretch: the two stretch questions above; or make a shape and give a partner its outline to fill.
- Blind or low-vision children: feel the raised outline, then fit shapes inside it by touch; edges of card shapes can be felt meeting.
- Children who cannot place shapes easily can point to where each shape goes while a partner places it, or move shapes by sliding them with a palm.
- The free design is shared only if the child wants to.

⚠ Safety

Card shapes only; no small pieces that need picking up from the floor beyond the usual tidy-up.

Teacher notes and misconceptions

- Some children turn a shape the wrong way and decide "it doesn't fit". Encourage turning and flipping.
- The trapezoid is named here because it appears in the source's list of shapes; children do not need to define it.

Grade 1 Science: What Do Plants Need? (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 4 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every safety note against your school's rules.

Back to the science progression

Big idea

A seed holds a tiny plant and a packed lunch. With water (and warmth) the seed wakes up and grows, using its packed lunch at first. To keep growing green and strong, the young plant needs light. Plants grow towards light.

Outcomes

By the end of the unit a student can:

1. Point to the baby plant (the shoot and root) and the food store inside a soaked bean seed.
2. Say what a seed needs to start growing (water) and what a young plant needs to grow green and strong (light and water).
3. Make a prediction ("I think...") and then say whether it was right, using what they saw.
4. Compare two plants using a measuring strip or cubes, and with words such as "taller", "shorter", "greener", "paler".
5. Describe a plant bending towards a window and say why.

Prior knowledge

- Kindergarten: living vs non-living; using senses to observe.
- Counting to 20; comparing "longer/shorter".
- No reading is needed; recording is by drawing, stickers and class charts.

Lessons

Lessons are short (25-40 minutes). Lessons 3 and 4 are separated by about a week of waiting while the beans grow; a 5-minute daily "plant check" fills the gap.

Lesson	Title	Main activity
1	What is inside a seed?	Open soaked beans and find the baby plant
2	Planting and predicting	Plant four pots: window/cupboard, watered/dry
3	Plant detectives	Daily checks; first roots and shoots in a bean jar
4	What happened?	Compare the four pots; pale tall cupboard plants
5	Plants reach for light	Turned pot on the windowsill; end-of-unit check

Timeline

- **Day 1:** soak beans overnight (teacher). **Day 2:** lesson 1.
- **Day 3:** lesson 2 (planting) and set up the bean jar for lesson 3.
- **Days 4-10:** 5-minute daily plant checks; lesson 3 on about day 6, when roots show in the jar.
- **About day 12-16:** lesson 4, when the window plants have two or more leaves. Lesson 5 setup can start the same day (turn one window pot).
- **About 3 days later:** lesson 5.

Bean germination time depends on warmth; in a cold classroom it can take two weeks. Plant a few spare pots in case some seeds do not grow.

Materials (whole class unless noted)

- Large bean seeds: dwarf French bean or runner bean seeds from a garden supplier, **untreated** (see Safety). About 40 seeds.
- A shallow dish for soaking; hand lenses (one per pair); paper towels.
- 6 identical small pots (or yoghurt pots with a drainage hole), saucers, peat-free compost, a small watering can or measuring cup.
- 1 clear jar or clear plastic cup, kitchen paper, for the "bean jar".
- A dark cupboard or a large cardboard box that closes.
- Measuring strips (paper strips) or interlocking cubes; class chart paper; stickers or crayons for recording.

Assessment

- Lesson 2: each child's prediction drawing (kept for lesson 4).
- Lesson 4: "Was my prediction right?" talk, recorded by the teacher.
- Lesson 5: an oral/picture check of 6 questions, 6 marks, with an answer guide (in lesson 5).

⚠ Safety (read before lesson 1)

- **Seeds are not food.** Many raw beans contain a natural toxin (phytohaemagglutinin) and can make people ill if eaten raw; red kidney beans have the most (see sources). Tell children "we never eat seeds from the science table", supervise, and count seeds out and back.
- Buy **untreated** seeds. Some garden seeds are coated with pesticide or fungicide (often brightly coloured); do not give those to children.
- Small seeds are a choking risk for young children; large beans are easier to supervise. Know your class's allergies (legume allergy) before handling.
- Wash hands after handling compost and seeds. Use peat-free, bagged compost, not garden soil; wipe up spills.
- Hand lenses: never look at the Sun through them.

Sources

All checked to load on 4 November 2026.

- Wikipedia: Seed

- Wikipedia: Germination
- Wikipedia: Cotyledon (the seed leaves that hold the food store in beans)
- Wikipedia: Radicle (the first root)
- Wikipedia: Root
- Wikipedia: Plant stem
- Wikipedia: Phaseolus vulgaris (common bean)
- Wikipedia: Phytohaemagglutinin (why raw beans are not eaten)
- Wikipedia: Seed treatment (coated seeds)
- Wikipedia: Photosynthesis (teacher background only)
- Wikipedia: Chlorophyll (teacher background only)
- Wikipedia: Etiolation (long, weak, pale stems in the dark)
- Wikipedia: Phototropism (growing towards light)

Known gaps and cautions

- **Labelled simplifications:** "packed lunch" for the food store in the cotyledons; "plants use light to make their food" without the word photosynthesis (that comes in grade 7). Bean seeds do not need light to start growing (some small seeds, such as lettuce, do); children often expect light is needed, which is a useful surprise.
- Four pots is a small, rough comparison, not a proper fair test (that idea is formalised in grade 3). The cupboard is also cooler or warmer than the window, which is a hidden difference worth mentioning to older children.
- Results vary: a seed may fail to grow for reasons nobody can see. Spare pots help; the lesson 4 notes say what to do.
- No images yet; teachers will need to draw or photograph the plants.
- No standards alignment and no educator review.

Lesson 1: What is inside a seed?

Unit overview · Next: Lesson 2

Goal

Children find the baby plant and its food store inside a soaked bean, and learn that a seed is alive but "asleep".

Materials

- Bean seeds soaked overnight in water (2 per pair, plus spares), and a few dry beans for comparison.
- Hand lenses, paper towels, a tray per pair.
- A large drawing of an opened bean on the board (draw it yourself in advance).

Steps

Opening (5 min). Hold up a dry bean. "Is this alive? How could we find out?" Collect ideas without correcting. Then hold up a soaked bean: "This one had a bath overnight. What changed?" (Bigger, softer, wrinkly skin.)

Main activity (20 min).

1. Each pair gets a dry bean and a soaked bean. Compare: size, feel, colour.
2. Show how to rub off the skin (seed coat) of the soaked bean with a thumb.
3. Gently open it along the line into two halves, like a book.
4. Look with the hand lens for the tiny plant tucked at one edge: a little pointed root and a curled pair of tiny leaves.
5. Children draw what they see in a box on a page: "My bean inside".

Discussion questions (with example answers).

- Why did the soaked bean get bigger? It drank / soaked up water.
- What do you think the tiny leaves and root will become? A bean plant.
- The two big fat halves take up most of the bean. What are they for? Children may guess. Then explain: they are the baby plant's packed lunch. It eats this food while it is still under the soil, before it has leaves.
- Is the seed alive? Yes; it is waiting, like it is asleep, until it gets water.

Closing check (5 min, with answers). Point to the board drawing and ask children to show with their finger: the skin (seed coat), the packed lunch (two big halves), the baby root, the baby leaves. Then: "What woke the seed up?" (Water.)

Vocabulary

seed, seed coat, root, shoot, food store ("packed lunch"), soak

Differentiation

- Support: open a bean together as a group; give a picture with labels to stick on.
- Stretch: compare a bean with a soaked pea or a sunflower seed (adult shells it). Is there a baby plant in that one too?

⚠ Safety

Seeds are not food: count beans out and back; wash hands afterwards. Hand lenses never pointed at the Sun.

Teacher notes and misconceptions

- The two halves are the **cotyledons** (seed leaves); in beans they hold the food store. You do not need to teach the word in grade 1.
- Children often think the seed is "dead" because it does not move. The lesson 3 bean jar shows it waking up.
- Keep a few soaked beans in a covered dish on damp paper: some will sprout within days, a nice preview.

Lesson 2: Planting and predicting

Unit overview · Previous: Lesson 1 · Next: Lesson 3

Goal

Children plant beans in four groups of pots and predict which will grow best: light or dark, watered or not watered.

Materials

- 4 pots of the same size (plus 2 spares), filled with the same compost.
- 8 beans (2 per pot), labels, a watering can or measuring cup.
- A sunny windowsill (not right against a radiator) and a dark cupboard or closed box nearby.
- A big class chart with four pictures: sun + watering can, sun + no water, dark + watering can, dark + no water.
- A prediction sheet per child: four pot outlines to draw in.

Steps

Opening (5 min). "Last time we saw that water wakes a seed up. What else might a plant need?" Collect ideas (light, water, soil, sun, food, love...). Say we will test two of them: light and water.

Main activity (20 min).

1. Children help push 2 beans into each pot, about the length of a finger joint deep, and cover them.
2. Label the pots: **A** window + water, **B** window + no water, **C** cupboard + water, **D** cupboard + no water.
3. Water pots A and C with the same amount (for example half a cup). Make a show of not watering B and D.
4. Ask: "What must be the same for all four pots?" (same seeds, same pots, same compost, same number of beans). Only the light and the water change.
5. Put A and B on the windowsill and C and D in the cupboard.
6. Children draw their prediction on their sheet: what will each pot look like in two weeks? Collect sheets for lesson 4.

Discussion questions (with example answers).

- Which pot do you think will grow best? Why? Usually A, "because it has sun and water". Accept any reason.
- Will the beans in the dark cupboard grow at all? Many children say no. Do not correct; this is the surprise in lesson 4.
- Why do we put two beans in each pot? In case one does not grow.

Closing check (5 min, with answers). "What is different about pot C and pot A?" (C is in the dark.) "What is different about pot A and pot B?" (B gets no water.)

Vocabulary

predict, prediction, light, dark, the same, different

Differentiation

- Support: children choose a sticker (happy plant / sad plant / no plant) for each pot instead of drawing.
- Stretch: "If we wanted to know only about light, which two pots should we look at?" (A and C.)

⚠ Safety

Wash hands after handling compost. Wipe up spilled compost and water to prevent slips.

Teacher notes and misconceptions

- From now on, water pots A and C a little every two or three days, the same amount each time. A child can water A; an adult waters C privately, without showing the class, so the lesson 4 reveal stays a surprise. Close the cupboard door again quickly.
- "Plants eat soil" is common. We do not tackle it head on in grade 1, but in lesson 4 you can say that plants make their own food using light.
- Also set up the lesson 3 bean jar today (see lesson 3).

Lesson 3: Plant detectives

Unit overview · Previous: Lesson 2 · Next: Lesson 4

Goal

Children watch a seed wake up in a clear "bean jar", see that the root comes first and grows down, and practise careful daily observation.

Materials

- **Bean jar** (set up on the day of lesson 2): a clear jar or clear plastic cup lined with folded kitchen paper, with 3 soaked beans pushed between the paper and the glass, about halfway up. Keep 2 cm of water in the bottom so the paper stays damp. Keep it in the classroom, out of direct hot sun.
- A "plant detective" diary: one page per day with a box to draw in.
- Paper measuring strips (lesson 4 uses them too).

Daily plant check (5 min, every day from lesson 2 to lesson 4)

1. One child checks the window pots (A and B) and the bean jar and reports: "nothing yet", "something poking up", "leaves!". Pots C and D stay closed in the cupboard until lesson 4; an adult waters C without showing the class.
2. The class adds a sticker or tick on the class chart.
3. Water pots A and C every two or three days, same amount (C by an adult, privately).

Steps (the lesson itself, about day 6, when roots show in the jar)

Opening (5 min). "Detectives look very carefully and write down what they see." Show the jar. "What has happened to our beans?"

Main activity (20 min).

1. Pass the jar round (or let small groups come up) with hand lenses.
2. Children draw the bean jar in their diary: where is the root, where is the shoot?
3. Ask: "Which came out first, the root or the shoot?" (Usually the root.)
4. Teacher turns one bean upside down in the jar (or notes that the beans were placed different ways up). Predict: which way will its root grow tomorrow? Check over the next days: roots turn to grow down, shoots up.
5. Peek at pots A and C (do not dig them up). Are shoots coming up yet?

Discussion questions (with example answers).

- Why might the root come first? To get water and hold the plant in place.
- Which way do roots grow? Which way do shoots grow? Roots down, shoots up, even if the seed is upside down.
- Have the beans in the dry pots (B and D) done anything? Usually nothing; without water the seed does not wake up.

Closing check (5 min, with answers). Show a quick drawing of a sprouting bean. "Point to the root. Point to the shoot. Which way does the root grow?" (Down.)

Vocabulary

root, shoot, sprout, observe, diary

Differentiation

- Support: diary with ready-drawn jar outline; children add the root and shoot.
- Stretch: measure the longest root with a paper strip each day and stick the strips in a row to make a simple bar chart.

⚠ Safety

Wash hands after handling the jar. Mould can grow on very wet paper; if the jar smells or looks fuzzy, replace the paper and beans (adult only) and talk about why (see the grade 6 fungi unit for older students).

Teacher notes and misconceptions

- The first root is called the **radicle**; no need for the word in grade 1.
- If nothing has sprouted after 10 days, the room may be too cold. Move the jar somewhere warmer (not on a radiator).
- Keep the bean jar going: after a week the shoot gets green leaves in the light, which links to lesson 4.

Lesson 4: What happened?

Unit overview · Previous: Lesson 3 · Next: Lesson 5

Goal

Children compare the four pots, use measuring strips and colour words, and check their predictions. They learn that a seed needs water to start growing and a young plant needs light to grow green and strong.

Materials

- Pots A-D (bring C and D out of the cupboard only for this lesson).
- Children's prediction sheets from lesson 2.
- Paper measuring strips or interlocking cubes.
- A green crayon and a pale yellow crayon per group, for recording colour.

Steps

Opening (5 min). Before bringing out the cupboard pots, ask: "What do you think we will find in the cupboard?" Then reveal C and D.

Main activity (20 min).

1. Line up the pots A, B, C, D. Typical results:
2. **A (light + water):** short, sturdy stem; green leaves.
3. **B (light, no water):** nothing, or a dry seed.
4. **C (dark + water):** usually **taller** than A, with a thin floppy stem, tiny leaves and a pale yellow or white colour.
5. **D (dark, no water):** nothing.
6. Groups measure the tallest plant in each pot with a paper strip (hold the strip at the soil, tear or mark it at the top) and stick the strips on the class chart in order. Or count cubes.
7. Groups colour a square for each plant: green or pale yellow.
8. Children look at their prediction sheet: "Was I right? What surprised me?" The teacher writes a few sentences children say on the chart.

Discussion questions (with example answers).

- Why did nothing grow in B and D? No water, so the seeds never woke up.
- Pot C grew in the dark. How could it, without light? It used its packed lunch (the food store from lesson 1).
- Pot C is the tallest. Is it the healthiest? No: it is pale, floppy and has tiny leaves. It was stretching to find light.
- Why is A green? Plants turn green in the light; they use light to make their own food.

Closing check (5 min, with answers).

- "What does a seed need to start growing?" (Water.)
- "What does a young plant need to grow green and strong?" (Light and water.)
- "If we leave pot C in the dark for another month, what will happen?" (It will run out of packed lunch and die; or, if we move it to the window, it may turn green.)

Vocabulary

compare, taller, shorter, green, pale, healthy, surprise

Differentiation

- Support: compare only A and C side by side ("Which is taller? Which is greener?").
- Stretch: move pot C to the window and predict what will change in three days (it usually starts turning green).

⚠ Safety

Wash hands after touching plants and compost.

Teacher notes and misconceptions

- The tall, pale, weak growth in the dark is called **etiolation** (see sources). It surprises many adults too.
- "Tallest = best" is a common idea. Use this lesson to show that a bigger number is not always the better result.
- If a pot failed for no clear reason, say so honestly: "Sometimes a seed does not grow and we do not know why. That is why scientists use more than one seed." Use the spare pots if needed.
- The cupboard can be a different temperature from the windowsill. Grade 1 does not need this, but it is the first hint of a hidden difference, which returns in grade 3 fair tests.
- Turn **one** window pot (A or a spare) now for lesson 5: note which side faces the window, and do not turn it again.
- Optional, for lesson 5: set up the shoebox now. Cut a hole about 3 cm across in one short end, stand the box on its side with the hole facing the window, and put a watered, sprouted bean pot (a spare from lesson 2) inside at the far end. Close the lid. Check daily and close it again straight away.

Lesson 5: Plants reach for light

Unit overview · Previous: Lesson 4

Goal

Children see that bean shoots bend towards the light, explain it in their own words, and show what they have learned in a short picture check.

Materials

- The window pot that was turned at the end of lesson 4 (not turned since). After 2-3 days its shoots lean towards the window.
- Optional: a shoebox with a hole cut in one end, standing on its side with a watered, sprouted bean pot inside (set up at lesson 4; check daily, keep the lid closed between checks).
- End-of-unit picture check (below), one per child or done orally.

Steps

Opening (5 min). Show the leaning pot. "Our plants are leaning. Which way? Why might that be?" Collect ideas.

Main activity (15 min).

1. Ask a child to point where the window is. The shoots lean towards it.
2. Now turn the pot half way round so the shoots lean **away** from the window. Predict: what will they do in the next two days? Draw a prediction.
3. Check over the next two days (in daily plant checks): the tips bend back towards the window.
4. If you set up the shoebox: open it and look. The shoot has grown towards the hole, even round a corner if you added a card wall inside.

Discussion questions (with example answers).

- Why do the plants lean to the window? To get more light; they need light to grow green and strong.
- Remember pot C in the dark. How is that like the shoebox plant? Both stretch to find light.
- Do roots lean to the light too? No, roots grow down into the soil.

Closing: end-of-unit check (15 min). Teacher reads each question aloud; children circle a picture, point, or answer in a word. 1 mark each, 6 marks.

1. Show a drawing of an opened bean. "Point to the baby plant." (Either the tiny root or the tiny leaves at the edge, 1 mark.)
2. "What does a seed need to wake up and start growing: water, a toy, or music?" (Water.)
3. Show two plants: one short and green, one tall and pale. "Which one grew in the dark?" (The tall pale one.)
4. "Which one is healthier?" (The short green one.)
5. Show a pot on a windowsill. "Draw an arrow: which way will the shoots lean?" (Towards the window.)

6. "Finish the sentence: a young plant needs ___ and ___ to grow strong." (Light and water, both needed for the mark; accept "sun" for light.)

Answer guide notes. Accept "sunshine" for light. For question 6, children who add "soil" or "air" are not wrong; give the mark if light and water are both there. Record any child who says the tallest plant is the healthiest; revisit with pots A and C.

Vocabulary

lean, bend, towards, away from, light

Differentiation

- Support: questions asked one to one, answered by pointing.
- Stretch: "Design a maze for a bean plant." Draw a box with walls inside and a hole; predict the path the shoot will take. Build it if time allows.

⚠ Safety

Wash hands after handling plants. If children take plants home, send a note that the seeds and plants are not for eating.

Teacher notes and misconceptions

- Growing towards light is **phototropism**. The shaded side of the stem grows longer, so the stem bends (see the Phototropism source); grade 1 only needs "plants lean towards light".
- Children may say the plant "wants" or "likes" light. That is fine as a way of speaking at this age; later units ask how a plant can respond without a brain.
- After the unit, the bean plants can go outside or home. They will flower and may make pods; raw beans from them are still not for eating.

Grade 1 Science: Sound and Light (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It draws on NGSS (see Sources) but is not formally aligned to any official standard. Check every safety note against your school's rules.
>
> Text-checked by two other agents (Gemini 4 Argon, Claude Fable 5.2); see Known gaps.

Back to the science progression | Grade 1 year plan - Term 1

Big idea

Sounds are made when something shakes back and forth very quickly (vibrates), and sound can make other things vibrate. We can see things only when there is light: either light shines on them, or they give off their own light. Some materials let light through, some let a little through, some block it and make a shadow, and shiny things such as mirrors bounce it. People use sound and light to send messages to someone far away.

This is the first science unit of grade 1 (term 1). It builds on the kindergarten senses unit (listening, looking, describing words) and on kindergarten pushes and pulls (a pluck or a tap is a small push).

Outcomes

By the end of the unit most children can:

1. Show that something vibrating makes a sound (a plucked rubber band, a tapped drum, a hand on the throat while humming), and that the sound stops when the vibrating stops.
2. Show that sound can make something else vibrate (rice jumping on a covered bowl near a loud tap on a tray), and say what they saw.
3. Say that we can see things only when there is light, using what they saw in a peep box: with the lid shut, nothing inside can be seen; with a torch on, it can. Tell a light source (a torch, a glow stick) from a shiny thing that only bounces light (foil, a mirror).
4. Test objects in a torch beam and sort them into "lets light through", "lets some light through", "blocks light (makes a dark shadow)" and "bounces light (shiny)", and say what they did to find out.
5. Design, build, test and improve a way to send a simple message across the room or playground using sound or light (a cup telephone, a drum-beat code or a torch-flash code), and say what worked and what they changed.

Prior knowledge

- Kindergarten science: the five senses, describing words, pushes and pulls.
- Kindergarten maths: counting to 20 (counting drum beats and flashes).
- Grade 1 maths term 1 runs alongside; no reading is needed. Sorting tables use pictures and real objects.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week. Lesson 5 can take two sessions if children want a second round of improving their design.

Lesson	Title	Main activity
1	Shake, rattle, hum: what makes a sound?	Rubber bands on a box, a ruler over a table edge, a hand on the throat
2	Can sound make things move?	Rice on a covered bowl near a tapped tray; feeling a drum; quiet and loud
3	Can we see in the dark?	Peep boxes with the lid shut and with a torch; light sources and shiny things
4	Through, some, blocked or bounced	Test materials in a torch beam and sort them on a table
5	Sending a message across the room	Design, build, test and improve a sound or light signal

Materials (whole class unless noted)

- **Lesson 1, per group of 3-4:** an open shoebox or plastic tub, three rubber bands of different widths (fitted by an adult), a plastic 30 cm ruler. Whole class: a drum or tambourine, a cardboard tube (for children who do not use their voice), and "shaking" and "still" picture cards for the closing check.
- **Lesson 2, per group:** a plastic bowl with cling film stretched tight over the top and held with a rubber band, a pinch of uncooked rice (about a teaspoon), a metal baking tray and a wooden spoon. Whole class: a drum, and if you have one a tuning fork and a bowl of water. Optional: a speaker playing music at a classroom volume, with a sheet of paper. A brush and dustpan for the rice. A blown-up balloon for feeling vibrations (see Access). Picture cards for the closing check (rice jumping beside a tapped tray; still rice, no tapping).
- **Lesson 3:** one peep box per group: a shoebox with the lid taped on, all gaps covered, one small hole (about 1 cm) cut in one end to look through and a flap (taped on one side) cut in the lid at the far end, above the toy, that can open to let light in. Inside each box, a small bright toy or picture stuck to the far wall. One small torch (LED, battery compartment screwed shut) per group. A glow stick or glow-in-the-dark star (charged in light beforehand), a piece of kitchen foil and a plastic safety mirror per group. Picture cards: Sun, candle flame, lamp, torch, Moon, mirror, spoon, foil, and two sorting mats ("makes its own light", "does not make its own light"). Optional: a phone camera to photograph the inside of a box for children who cannot look through the hole.
- **Lesson 4, per group:** a torch, a white card or wall to shine onto, and a tray of test objects: a clear plastic cup or sheet, a clear plastic bag cut open into a flat sheet, baking paper (or wax paper), tissue paper, a piece of cardboard, a wooden block, a sheet of kitchen foil, a plastic safety mirror, a piece of cloth. A large sorting table (four columns with picture headings: an open door for "through", a half-open door for "some through", a closed door for "blocked", a bouncing ball for "bounced") and picture cards of each object (two each for the foil and the mirror), plus a small sorting sheet with the same columns per group. For the closing check: a plastic sandwich box, a paper plate and a metal spoon.
- **Lesson 5, per group:** two paper or plastic cups with a small hole in the base, about 5 m of string, two paper clips (or pieces of craft stick) to tie off the string inside the cups; a drum or a tray and spoon; a torch; a message card set (pictures: "come here", "stop",

"wave", "sit down"). A "test and change" sheet with three picture rows (try it, what happened, what we changed); two small blank code cards. A large space (hall, playground or a cleared classroom).
- Whiteboards and pens, or paper and pencils, for drawing in every lesson.
- Ear defenders for any child who wants them (lessons 1, 2 and 5).

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by speaking, signing, pointing or choosing a picture card.
- Lesson 5: the test-and-change sheet (drawings or picture stickers) and a short talk: "What did you try? What happened? What did you change?"
- End-of-unit one-to-one check (about 5 minutes per child; plan extra small-group time in the week, as 40 minutes is not enough for a whole class). Answer guide:
    1. "Pluck this rubber band. What is it doing when it makes a sound?" (It is shaking / vibrating; when it stops, the sound stops.)
    2. Picture of rice jumping on a covered bowl beside a tray being tapped. "Why is the rice jumping?" (The sound from the tray makes the cover shake.)
    3. "In a box with no light at all, could you see the toy?" (No; we need light to see.)
    4. Hold up baking paper, cardboard and a clear plastic sheet. "Which lets light through? Which lets some through? Which blocks it?" (Clear plastic; baking paper; cardboard.)
    5. "Is a mirror a light source like a torch?" (No; it bounces light, it does not make its own.)

⚠ Safety (read before lesson 1)

- **Never look at the Sun**, even with sunglasses or through coloured film. Say this in lessons 3 and 4.
- **Never shine a torch into anyone's eyes**, including your own. Shine torches at the wall, card or floor. Use small LED torches with screwed battery covers; no laser pointers at all. In the peep box (lesson 3) the torch points down onto the toy, away from the peephole; in the codes (lesson 5) it points at a wall or card beside the receiver.
- Keep sounds at a comfortable level. Agree a "hands up, everything stops" signal before any noisy activity. Some children find loud or sudden sounds painful: offer ear defenders, a quieter corner or the role of "watcher" or "recorder" instead.
- Rubber bands: an adult fits them round the box before lesson 1; children pluck them and look from the side. Bands stay over the box, never at people or faces. Check the school's latex allergy list; use latex-free bands if needed.
- Rulers stay flat on the table and are pushed down with one hand; no flicking towards others.
- Rice stays on the covered bowl and is swept up afterwards; nobody puts rice in mouths, noses or ears. Leave rice out for any group with a child who might, and use a small pom-pom or paper confetti instead.
- Balloon (lesson 2 Access): an adult blows it up and ties it; burst pieces are picked up and binned at once (a choking risk).
- The clear plastic bag in lesson 4 is cut open into a flat sheet; nothing goes over heads or faces.
- Mirrors are plastic safety mirrors only. Foil edges can be sharp: fold them over.
- Cup telephones: string is never wrapped round fingers, wrists or necks, and pairs walk (not run) to stretch it. Watch that strings do not cross walkways where others could trip.

- Glow sticks stay closed; do not bend them hard or bite them. A glow-in-the-dark star (charged under a lamp) is a safer choice.
- Darkened rooms: never fully dark; keep a door light or a lamp on and an adult near the light switch. Use peep boxes rather than a dark room.

Access and taking part

- Deaf and hard-of-hearing children can feel vibrations directly: a hand flat on the drum, on the box with the rubber bands, on a balloon held near a speaker, or on the cup telephone string. Feeling the vibration is a full way to show outcomes 1 and 2. In lesson 5 a light or touch signal (a tug on the string) is as good as a sound signal.
- Blind and low-vision children can show outcome 1 and 2 by touch and sound, and can take part in lessons 3-4 by holding objects in the beam while a partner describes the shadow (warmth is not a clue: an LED torch stays cool). They can be the "sound team" in lesson 5. A talking or tactile sorting table (objects stuck to the columns, columns marked with different textures) helps in lesson 4.
- Children who find the dark frightening never need to be in a dark space: the peep box keeps the dark inside a box.
- Answers can be spoken, signed, pointed to, chosen from picture cards or drawn. Sorting columns use pictures and shapes, never colour alone.
- Children with limited hand movement can tap a drum with a whole hand, press a torch with a big button (or a partner holds the torch and they say "now"), or hold a cup while a partner manages the string.

Sources

- Next Generation Science Standards, topic "1. Waves: Light and Sound" (performance expectations 1-PS4-1 to 1-PS4-4), read 9 November 2026: https://www.nextgenscience.org/topic-arrangement/1waves-light-and-sound
  - 1-PS4-1: "Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate." Its examples include "tuning forks and plucking a stretched string" and "holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork."
  - 1-PS4-2: "Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated." Its examples include "a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight", and it notes that illumination "could be from an external light source or by an object giving off its own light."
  - 1-PS4-3: investigate "the effect of placing objects made with different materials in the path of a beam of light", with examples "transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror)". The assessment boundary leaves out the speed of light.
  - 1-PS4-4: "Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance." Its examples include "a light source to send signals, paper cup and string" telephones, and a pattern of drum beats.
  - Core idea PS4.B on the same page: "Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam."

Known gaps and cautions

- The words "transparent", "translucent", "opaque" and "reflective" come from the standard's examples. This unit uses everyday words first ("through", "some through", "blocked", "bounced") and offers the science words as extra; teachers can choose.
- Some objects do not fit one column neatly: a clear plastic sheet that is crumpled lets some light through, foil both blocks and bounces light, and a mirror blocks light behind it. Lesson 4 treats these as things to talk about, not as errors.
- "Sound makes the rice jump" is shown, not proved: the tray is not touching the bowl, but a table that wobbles can also shake it. Lesson 2 asks children to hold the tray off the table to rule that out, and to say what they saw.
- How well a cup telephone works depends on tight string, cups and distance; results vary. Children report what happened rather than a "right" answer.
- How sound travels through air (as a wave) and how the ear works are left for later grades.
- Peer check: Gemini 4 Argon did a bounded text, timing, safety, access and answer-guide check at 5a9a7eb (not an educator, classroom or safety review). Timings and answer guides were correct. Its notes (missing lesson navigation links; lesson materials lists missing items used in steps, access notes and closing checks; clearer wording for the cardboard tube) were fixed in the follow-up commit 156d7fa (see PEERCHECKS.md), which Argon also diff-checked the same day.
- Peer check: Claude Fable 5.2 did a text check at fda4488 for pitch, safety and misreadable claims (not an educator, classroom or safety review; it tried none of the activities). All 13 NGSS quotes, the timings and the links were correct. Its notes were fixed in the follow-up commit (see PEERCHECKS.md): the peep-box torch now points down onto the toy, away from the peephole; the glow star comes out before the foil and mirror; torch codes aim at a wall beside the receiver; adults fit the rubber bands and tie the balloon; the bag is cut flat; craft sticks replace matchsticks; the narrow/wide band step no longer promises a higher sound (width can roughly cancel out), and the ruler models pitch instead; groups tap one at a time; the lesson 2 closing question no longer suggests still rice means no sound; two cards for foil and mirror; code cards for both ends and two messages by default; a sunny-day answer; the cupboard question is revisited; and the banner now says the unit draws on NGSS without being formally aligned. Fable 5.2 reasoned some of these (band pitch, faint stars, daylight torches) rather than testing them. The follow-up commit is 71dc67b, which Fable 5.2 also diff-checked the same day; its four small leftovers (lesson 1 Stretch, lesson 5 coded cards, lesson 2 tapping turns, README flap position) were fixed in ab23d6b.
- The peep-box diagram in lesson 3 (peep-box.svg) was drawn by Claude Fable 5.2 and added in commit c72a0d2 (CC0, like the rest of the repo). It is a layout sketch; nobody has built a box from it in a classroom.
- The order of lessons, the activities and the timings are my choice, not taken from a source.

Lesson 1: Shake, rattle, hum: what makes a sound?

Unit overview - Next: Lesson 2

Goal: Children find that sounds are made when something shakes back and forth very fast (vibrates), and that the sound stops when the shaking stops.

Length: about 40 minutes.

Materials

- Per group of 3-4: an open shoebox or plastic tub, three rubber bands of different widths (latex-free if needed), fitted round the box by an adult before the lesson, a plastic 30 cm ruler.
- Whole class: a drum or tambourine.
- A cardboard tube (for example a kitchen-roll tube) for children who do not use their voice.
- Two picture cards for the closing check: "shaking" and "still".
- Whiteboards and pens, or paper and pencils.
- Ear defenders for any child who wants them.

Steps

✎ Opening (5 min)

Agree the "hands up, everything stops" signal and practise it once. Tap the drum gently, then put a flat hand on it. "What happened to the sound when my hand touched the drum?" (It stopped.) "Today we find out what is happening when something makes a sound."

✎ Main activity (25 min)

1. **Humming (5 min).** Everyone puts their fingertips gently on the front of their throat and hums, then stops, then hums again. "What do you feel when you hum? When you stop?" (A buzzing or tickle when humming; nothing when quiet.) Children who do not use their voice can hold a cardboard tube and feel it buzz while a partner hums into it, or feel the drum instead.
2. **Rubber band box (10 min).** Each group has its box with the three bands already on. Pluck one band. "Look closely from the side: what is the band doing?" (It moves back and forth fast; it looks blurry.) Put a finger on the band. "What happens to the sound?" (It stops.) Try the narrow band and the wide band. "Do they sound the same?" (They may sound a little different or about the same; bands vary, so accept what children hear. The ruler in step 3 shows higher and lower more reliably.)
3. **Ruler over the edge (10 min).** Press one end of the ruler flat on the table with one hand, with about half the ruler sticking out over the edge. With the other hand push the free end down a little and let go. "What do you see and hear?" (The ruler moves up and down fast and makes a buzzing sound.) Make the part over the edge shorter and try

again. (The sound usually gets higher and the shaking faster.) Children draw the ruler with "shaking lines".

✓ Discussion questions (5 min, with answers)

- What did the band, the ruler and your throat all do when they made a sound? They shook back and forth very fast. Scientists call this **vibrating**.
- How can you stop a sound? Stop the vibrating: touch the band, hold the ruler, put a hand on the drum, stop humming.
- Does something have to be big to vibrate? No; a thin band vibrates too, sometimes too fast to see, but we can feel it or hear it.

✓ Closing check (5 min, with answers)

Tap the drum. "What is the drum skin doing?" (Vibrating / shaking fast.) "How can I stop the sound?" (Put a hand on it, stop the vibrating.) Children answer by saying, signing, showing with their hands or pointing to a "shaking" or "still" picture card.

Vocabulary

sound, vibrate, vibration, shake, pluck, tap, higher, lower, loud, quiet

Differentiation

- **Support:** use only the drum and one rubber band; children copy the teacher's "shaking hands" gesture to show vibrating.
- **Stretch:** "Can you make the band sound higher without changing the band?" (Press it down with a finger to make the moving part shorter. An adult can also show what happens when the band is pulled tighter.)

⚠ Safety

- An adult fits the bands round the box before the lesson; children pluck them but do not take them off or stretch them.
- Children look at a plucked band from the side, not with a face close above it.
- Bands stretch only round the box, never towards people or faces.
- Rulers stay pressed to the table; no flicking towards others.
- Keep sounds comfortable; use the stop signal.

Access

- Deaf and hard-of-hearing children feel the drum, the box and their throat; feeling the vibration is a full answer.
- Children with limited hand movement can tap the drum with a whole hand or watch the band while a partner plucks and say "now".
- Offer ear defenders and the role of "watcher" for sound-sensitive children.

Teacher notes

- Timing: 5 + 25 (5 + 10 + 10) + 5 + 5 = 40 minutes.
- Children often think sound is "in" the drum or comes from the hitting itself. Keep coming back to "What is it doing while it makes a sound?"
- Higher and lower here means pitch, not loudness; some children use "high" for "loud". Model both words with the drum (soft tap, hard tap) and the ruler (long overhang lower, short overhang higher).

Lesson 2: Can sound make things move?

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children see and feel that sound can make other things vibrate, and practise saying what they did and what they saw.

Length: about 40 minutes.

Materials

- Per group: a plastic bowl with cling film stretched tight over the top and held with a rubber band; about a teaspoon of uncooked rice (or a few small paper confetti pieces); a metal baking tray and a wooden spoon.
- Whole class: a drum. If you have them: a tuning fork and a bowl of water; a speaker playing music at a classroom volume and a sheet of paper.
- A sweeping brush and dustpan for the rice.
- A balloon, blown up and tied by an adult, for children who feel the vibration instead of seeing it (see Access); check the latex allergy list.
- Two picture cards for the closing check: rice jumping beside a tapped tray, and still rice with no tapping.
- Whiteboards and pens, or paper and pencils.
- Ear defenders for any child who wants them.

Steps

✎ Opening (5 min)

Recap lesson 1: "What is something doing when it makes a sound?" (Vibrating.) "Today's question is the other way round: can a sound make something ELSE vibrate, without touching it?"

✎ Main activity (25 min)

1. **Rice on the drum bowl (12 min).** Groups sprinkle the rice on the cling film. Groups take turns to tap, one group at a time, so a neighbour's tray does not move the rice and the room stays calm; the others watch. With more than four groups, give each group about two minutes, or use one tapping station at the front where groups bring their bowls in turn (reasoned, not tested). One child holds the tray in the air with both hands, about a hand's width from the bowl and not touching it or the table, and a partner taps it with the spoon. "What does the rice do?" (It jumps or shuffles.) Try a gentle tap and a harder tap. "When does the rice move more?" (Usually with the louder tap.) Try holding the tray further away. (The rice usually moves less.)
2. **Is it the table? (5 min).** "Could the table be shaking the bowl?" Children check that the tray is held in the air and that nobody bumps the table. Try tapping the table gently with a finger instead: does the rice move? Talk about what they found; the aim is to notice what else could be causing it.

3. **Feel and see (8 min).** Teacher demonstrations, children close by:
    - Children put a flat hand on a drum on the table while the teacher taps a second drum or tray close to it (not touching). Some children can feel a tiny buzz.
    - If you have a tuning fork: strike it on a rubber heel or a cushion and touch the tips to the water. (Small splashes or ripples: the fork is vibrating.)
    - If you have a speaker: hold paper close in front of it while music plays at a normal level; children can feel it flutter with fingertips.

✓ Discussion questions (5 min, with answers)

- Nobody touched the bowl. What made the rice move? The sound from the tray made the cling film vibrate, and that made the rice jump.
- What changed when we tapped harder? The sound was louder and the rice usually moved more.
- Why did we hold the tray off the table? So we knew it was the sound, not a shaking table, that moved the rice.

✓ Closing check (5 min, with answers)

Show two pictures: a tray being tapped next to a covered bowl with rice in the air, and the same bowl with no tapping and still rice. "In which picture is the tray being tapped? What is making the rice jump?" (The first: the sound from the tapped tray makes the cover vibrate, and that makes the rice jump. A quiet or far-away sound may not move the rice at all.) Children answer by pointing, saying, signing or drawing.

Vocabulary

vibrate, sound, loud, quiet, near, far, cause

Differentiation

- **Support:** the teacher taps; children only watch and say "moving" or "still".
- **Stretch:** "Can you make the rice move without making a louder sound?" (Bring the tray closer.) "Can you stop the rice moving while you keep tapping?" (Put a hand on the cover, move the tray far away.)

⚠ Safety

- Rice stays on the covered bowl; nobody puts it in mouths, noses or ears. Use paper confetti for any group where this might happen. Sweep up after.
- An adult blows up and ties the balloon; if it bursts, an adult picks up every piece and bins it at once (balloon pieces are a choking risk).
- Keep taps at a comfortable level; use the stop signal. The speaker stays at a normal classroom volume.
- Tuning fork: strike it on a rubber heel or cushion, never on a table or a person.

Access

- Deaf and hard-of-hearing children can rest a fingertip lightly on the cling film, or hold a balloon near the tray, and feel the buzz.
- Blind and low-vision children can feel the cling film and the paper near the speaker; a partner says when the rice is moving.
- Offer ear defenders and the role of "watcher" or "recorder"; the watcher says what the rice did.

Teacher notes

- Timing: 5 + 25 (12 + 5 + 8) + 5 + 5 = 40 minutes.
- Cling film must be tight like a drum skin; a loose cover barely moves. Test beforehand.
- How sound travels through the air is not taught here; it is enough for children to say "the sound made it vibrate".
- This lesson is a comparison, not a full fair test: loudness and distance are both changed by hand. Ask children to say what they saw.

Lesson 3: Can we see in the dark?

Unit overview - Previous: Lesson 2 - Next: Lesson 4

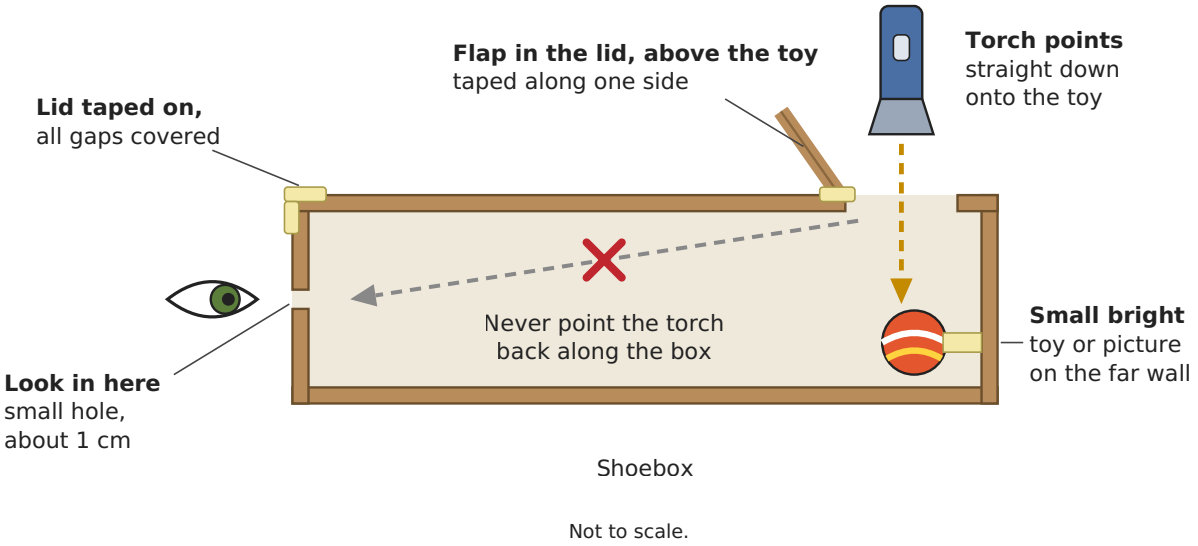
Goal: Children find that we can see things only when there is light: light shines on them, or they give off their own light. They tell light sources from shiny things.

Length: about 40 minutes.

Materials

- One peep box per group: a shoebox with the lid taped on and all gaps covered, a small hole (about 1 cm) in one end to look through, and a flap cut in the lid at the far end, above the toy (taped along one side), that opens to let light in. Inside, a small bright toy or picture stuck to the far wall. Make these before the lesson and check that, with the flap shut, the inside looks dark.
- One small LED torch per group (battery cover screwed shut).
- Per group: a glow-in-the-dark star (charged under a lamp before the lesson, and again with the group's torch for about 30 seconds just before it goes in the box), a piece of kitchen foil with folded edges, a plastic safety mirror.
- Picture cards: Sun, candle flame, lamp (switched on), torch (switched on), Moon, mirror, spoon, foil. Two sorting mats: "makes its own light" (a picture of a lamp shining) and "does not make its own light" (a picture of a closed box).
- Optional: a phone camera, to photograph the inside of a box (flap shut and flap open) for children who cannot look through the hole.
- Whiteboards and pens, or paper and pencils.

Peep box, seen from the side (near side cut away)



Steps

✎ Opening (5 min)

Safety first: "Never look at the Sun. Never shine a torch into anyone's eyes." Children repeat it with actions (hands over eyes; torch pointing down). Then: "If you were in a cupboard with the door shut and no light at all, could you see your hand?" Take guesses; do not give the answer yet.

✎ Main activity (25 min)

1. **Peep box, flap shut (7 min).** Each child in turn looks through the hole with the flap shut. "What can you see?" (Nothing, or only darkness.) Children draw what they saw (a dark box). Nobody says what is inside yet.
2. **Flap open, or torch in (8 min).** Open the flap a little, or the torch holder shines the torch straight down through the flap onto the toy, pointing away from the peephole end, never back along the box. Look again. "What can you see now?" (The toy or picture.) Shut the flap again: it disappears. Children draw the second picture next to the first.
3. **What makes light? (10 min).** With the flap shut, recharge the glow star with the torch, put it inside and look. (It can be seen, faintly: it gives off its own light.) Take the star out. Then put the foil and the mirror inside with the flap shut. (They cannot be seen: they are shiny, but they do not make light.) Groups sort the picture cards onto the two mats.

✓ Discussion questions (5 min, with answers)

- Why could you not see the toy with the flap shut? There was no light in the box, and we need light to see things.
- Back to the cupboard: with the door shut and no light at all, could you see your hand? No. Like the toy in the shut box, we need some light to see.
- The foil is shiny. Why couldn't we see it in the dark box? Shiny things do not make their own light; they only bounce light that shines on them.
- Is the Moon a light source? No. The Moon looks bright because sunlight shines on it and bounces off. (Accept "it looks like one"; this is surprising for many adults too.)

✓ Closing check (5 min, with answers)

Show the torch, the glow star, the foil and the mirror. "Which ones make their own light?" (Torch, glow star.) "Which only shine when light is on them?" (Foil, mirror.) "Could you see the toy in the box with no light at all?" (No.) Children answer by pointing, signing, saying or sorting.

Vocabulary

light, dark, light source, shiny, bounce, glow, see

Differentiation

- **Support:** sort only the torch, a lamp card, foil and a mirror.
- **Stretch:** "A cat walks into a room with no light at all. Can it see?" (No. Cats see well in dim light, but they still need some light.)

⚠ Safety

- Never look at the Sun; never shine torches into eyes.
- In the peep box, the torch always points down onto the toy, away from the peephole, while a child is looking.
- The classroom stays lit; the dark is inside the box only.
- Plastic safety mirrors only; fold the foil edges over.
- Glow sticks, if used instead of stars, stay closed and are not bitten.

Access

- Children who dislike the dark only look into a small box; they never sit in the dark.
- Blind and low-vision children can feel the objects inside the open box and take the "sorting" role; a partner describes what they see through the hole. Some low-vision children can tell the torch on or off by brightness.
- Children who cannot hold their eye to a hole can look at a photograph taken through the hole with a phone camera, flap shut and flap open.

Teacher notes

- Timing: 5 + 25 (7 + 8 + 10) + 5 + 5 = 40 minutes.
- A common idea at this age is that our eyes "get used to" the dark and will see eventually. In a truly dark box they do not; if a child sees a little, look for a gap letting light in and tape it.
- The standard's clarification statement suggests a pinhole box or a completely dark room; this unit uses the box so no child has to be in the dark.

Lesson 4: Through, some, blocked or bounced

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children test what happens when different materials are put in a torch beam, and sort them: lets light through, lets some light through, blocks light (dark shadow), bounces light (shiny).

Length: about 40 minutes.

Materials

- Per group: a small LED torch; a white card standing up (or a pale wall); a tray of test objects: a clear plastic cup or sheet, a clear plastic bag cut open into a flat sheet, baking paper (or wax paper), tissue paper, cardboard, a wooden block, kitchen foil (edges folded), a plastic safety mirror, a piece of cloth.
- A large class sorting table with four columns and picture headings: an open door ("through"), a half-open door ("some through"), a closed door ("blocked"), a bouncing ball ("bounced"). Picture cards of each test object, with two cards each for the foil and the mirror (they can go in two columns). Columns also differ by shape or texture, not only colour.
- A group sorting sheet with the same four columns, per group (step 2).
- For the closing check: a plastic sandwich box, a paper plate and a metal spoon.
- Whiteboards and pens, or paper and pencils.

Steps

✎ Opening (5 min)

Repeat the safety rules (never look at the Sun; never shine a torch into eyes; torches point at the card). Shine a torch on the white card: "What do you see?" (A bright patch.) Hold your hand in the beam: "What happens?" (A dark shadow; the hand blocks the light.)

✎ Main activity (25 min)

1. **Predict (5 min).** Hold up the clear cup, the cardboard and the baking paper. "What do you think will happen on the card if I put each one in the beam?" Children point to a column. No wrong guesses.
2. **Test (15 min).** In groups, one child shines the torch at the card from about one ruler away, one holds an object in the beam, one looks at the card and says what they see: "bright patch" (through), "dim or blurry patch" (some through), "dark shadow" (blocked). Shiny objects: tilt them in the beam and look for a bright spot on the wall or table (bounced). Children place each picture card in a column on their group sheet. Keep the torch at the same distance for every object.
3. **Class table (5 min).** Groups put their cards on the class table. Where groups disagree, test the object again together.

✓ Discussion questions (5 min, with answers)

- Which materials let the light through? Clear plastic (cup, sheet, flat bag). The patch on the card is still bright.
- Which let some light through? Baking paper, tissue paper, often thin cloth. The patch is dim or blurry.
- Which blocked it? Cardboard, wood, thick cloth, foil. A dark shadow on the card.
- Foil went in two columns. Is that wrong? No. Foil blocks light (shadow behind it) and bounces it (bright spot when tilted). The mirror does both too. Some objects do more than one thing.
- Why did we keep the torch the same distance each time? So only the object changed and the test was fair to each object.

✓ Closing check (5 min, with answers)

Hold up a new object not used before (for example a plastic sandwich box, a paper plate, a metal spoon). "Where will it go? Let's test." (Usually: clear box through or some through; paper plate blocked or some through; spoon blocks and bounces.) Children point to the column first, then check.

Vocabulary

through, some through, blocked, bounced, shadow, beam, shiny. Optional science words: transparent, translucent, opaque, reflect.

Differentiation

- **Support:** test three objects only (clear cup, baking paper, cardboard); use the three door pictures. Middle option: six objects (clear cup, baking paper, tissue paper, cardboard, foil, mirror).
- **Stretch:** "Make the shadow of the block bigger without changing the block." (Move the block closer to the torch.) Or: use the mirror to bounce the beam onto a target on the wall.

⚠ Safety

- Never look at the Sun; never shine torches into eyes or bounce the beam into faces with mirrors. Mirrors point at the wall or floor.
- Plastic safety mirrors only; fold foil edges.
- The plastic bag is cut open into a flat sheet before the lesson and stays on the table; nothing goes over heads or faces.

Access

- Blind and low-vision children can hold each object in the beam while a partner describes the card; the class table can have the real objects stuck to it so it can be read by touch.
- Children answer by pointing, signing, saying or placing a card.
- Columns use door pictures and shapes, not colour alone.

Teacher notes

- Timing: 5 + 25 (5 + 15 + 5) + 5 + 5 = 40 minutes.
- Results depend on the torch and the material (thin cloth may let some light through; a crumpled bag may look cloudy). Record what each group actually saw and talk about differences.
- The speed of light is not part of this unit (the standard's assessment boundary leaves it out).

Lesson 5: Sending a message across the room

Unit overview - Previous: Lesson 4

Goal: Children design, build, test and improve a way to send a simple message across the room or playground using sound or light, and say what they tried, what happened and what they changed.

Length: about 40 minutes (a second session for another round of improving is welcome).

Materials

- Per group: two paper or plastic cups with a small hole in the base, about 5 m of string, two paper clips (or short pieces of craft stick) to tie off the string inside each cup; a drum, or a tray and wooden spoon; a small LED torch.
- Message picture cards, one set per group: "come here", "stop", "wave", "sit down".
- A "test and change" sheet per group with three picture rows: try it (a hand), what happened (an eye and an ear), what we changed (a spanner).
- Two small blank code cards per group (one for the sender, one for the receiver).
- Pencils or pens to draw the code and mark the sheet.
- Ear defenders for any child who wants them.
- A large space: the hall, the playground, or the classroom with desks pushed back. Torch codes need an indoor or shaded wall; a small torch is hard to see outdoors in daylight.

Steps

✎ Opening (5 min)

"Your friend is at the other end of the playground. It is too far to talk quietly. How could you send them a message using sound or light, without shouting?" Collect ideas (a whistle, waving, a torch, a drum, a phone). Show the three choices for today: a cup telephone, a drum-beat code or a torch-flash code. Remind everyone of the safety rules (string never round fingers or necks; torches never in eyes; comfortable sounds).

✎ Main activity (25 min)

1. **Plan (5 min).** Each group chooses a device and a code. For drum or torch codes, the group agrees a pattern for two message cards, for example: 2 beats or flashes = "come here"; a long flash or a roll = "stop". Draw the code twice, once on each code card, so the sender and the receiver each have one.
2. **Build (5 min).** Cup telephone: thread the string through the holes and tie it to a paper clip inside each cup (adult helps with knots). Drum or torch: practise the code at the table.
3. **Test (8 min).** The sender stands at one end of the space, the receiver at the other (about 5 m apart, with the cup string pulled straight). The sender picks one of the coded message cards (two, or four for the Stretch) without showing it and sends it. Torch senders shine onto a wall or a card standing beside the receiver, never at the

receiver; the receiver watches the wall or card. The receiver checks the code card and does the action. Did it work? Mark the "what happened" row.

4. **Improve and test again (7 min).** "What could make it work better?" Ideas to try: pull the string tighter, keep it off the floor and away from other things touching it; beat or flash more slowly; leave a gap between messages; use a bigger torch beam on a pale wall; agree a "ready" signal first. Change ONE thing, test again, mark the "what we changed" row.

✓ Discussion questions (5 min, with answers)

- Why does the cup telephone work? Talking into the cup makes it vibrate; the tight string carries the vibration to the other cup, which vibrates and makes the sound.
- What happened when the string was loose or touching something? It usually worked badly or not at all; the vibrations did not get through.
- What made the torch or drum code easier to understand? Going slowly, leaving gaps, starting with a "ready" signal, and both people knowing the code.
- Which works better in a noisy playground, sound or light? On a sunny day? Answers vary: light codes work when it is noisy; sound codes work when you cannot see each other. On a sunny day a small torch is hard to see, so a sound code may work better. Accept reasons.

✓ Closing check (5 min, with answers)

Each group shows its sheet. "What did you try? What happened? What did you change?" (Any honest answer that names a change and a result is a success, including "it still didn't work".) Then: "Your friend is around a corner where they cannot see you. Would you send a light code or a sound code?" (A sound code, because light needs a clear line to be seen.)

Vocabulary

message, signal, code, send, receive, test, improve, design

Differentiation

- **Support:** use the drum and send only one message ("stop").
- **Stretch:** add codes for "wave" and "sit down" (four messages), invent a code for a new message, or test how far apart the cup telephone still works (count steps).

⚠ Safety

- String is never wrapped round fingers, wrists or necks; pairs walk, not run, to stretch it; keep strings out of walkways.
- Torches point at a wall or card beside the receiver, or the floor near them, never at eyes. Never look at the Sun outdoors.
- Drum taps at a comfortable level; agree the stop signal.

Access

- Deaf and hard-of-hearing children can use the torch code, or feel a tug code on the cup string (one tug, two tugs).
- Blind and low-vision children can use the drum code or the cup telephone.
- Children with limited hand movement can tap with a whole hand, press a large-button torch or choose the message while a partner sends it.
- Children who do not use speech can send a code on the cup telephone by tapping the cup, or use the torch or drum.

Teacher notes

- Timing: 5 + 25 (5 + 5 + 8 + 7) + 5 + 5 = 40 minutes.
- Cup telephones work best with thin, tight string and stiff cups; test one beforehand. If none work well, the drum and torch codes still meet the goal.
- The point is the design cycle (try, look, change, try again), not a perfect device. Praise clear reasons for changes.
- Technological details (how phones or radios work) are not part of this unit.

Grade 1 Science: Patterns in the Sky: Sun, Moon, Stars and Daylight (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It draws on NGSS (see Sources) but is not formally aligned to any official standard. Check every safety note against your school's rules.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the science progression | Grade 1 year plan - Term 2

Big idea

The sky has patterns we can see, describe and use to predict. Every day the Sun seems to rise in one part of the sky, move across it and set in another, and shadows move as it does. The Moon also seems to rise, move and set, can sometimes be seen in the daytime, and seems to change shape in a pattern that repeats about every four weeks. Stars other than the Sun can be seen at night but not in the day. There is less daylight in winter than in spring, summer or autumn.

This is the term 2 science unit of grade 1. It builds on the term 1 unit Sound and light (shadows form away from a light; we see things only when there is light; the Moon does not make its own light) and on kindergarten weather watching.

Outcomes

By the end of the unit most children can:

1. Use shadow marks made at three times of one day to say that the Sun seems to move across the sky, and that shadows are usually shortest around the middle of the day.
2. Put pictures of one day's sky in order (rising, high, setting, night) and use the pattern to predict where the Sun will be next morning.
3. Say that the Moon can sometimes be seen in the day, and put Moon shape pictures in an order where the shape grows and then shrinks.
4. Say that stars can be seen at night but not in the day, and use a model (a small light in a bright or dark box) to show why.
5. Compare two day strips and say that there is less daylight in winter than in spring.

Prior knowledge

- From Sound and light: a shadow forms on the side of an object away from the light; we never look at the Sun; the Moon is lit by the Sun.
- From kindergarten: describing the weather, day and night, words like morning and afternoon.

Lessons

1. Where is the Sun now? - marking a shadow three times in one day.
2. Up, across and down - the Sun's daily pattern and a prediction.
3. The Moon has patterns too - the daytime Moon and the changing shape.
4. Where are the stars in the day? - stars at night, and a bright-room model.
5. Long days and short days - comparing daylight in winter and spring, and starting a sky diary.

Materials (whole class unless noted)

- Lesson 1: one shadow post per group of four (blunt stick or ruler in plasticine on card, or in a cone); per group three colours of chalk (or coloured sticky dots and large paper indoors), a beanbag and three clock cards; masking tape; class shadow chart; a picture of the Sun and a "never look" card; three shadow picture cards; water and sun protection.
- Lesson 2: the lesson 1 chart and photos of the chalk shadows; a teacher- drawn window view picture with the sunrise and sunset sides marked; a card Sun on a stick; per pair six Little Hill sky cards and an ordering strip; tactile versions of the cards.
- Lesson 3: Moon shape cards (eight shapes; one class set and one set per group of four, with ordering strips); tactile foam or card Moon shapes; the Little Hill sky strip and a card Moon on a stick; "Moon at night, Moon in the day" pictures; optional morning Moon look (check a Moon calendar); optional teacher photo of the daytime Moon.
- Lesson 4: Little Hill day and night pictures; one LED torch or battery tea-light per group; per group a peep box from the Sound and light unit with a small battery light inside; about 10 charged glow stars on black card; blinds or a blanket-covered table; sorting mat and six picture cards (Sun, Moon, stars, clouds, rainbow, birds); a ticking timer or small bell and some music at a comfortable volume.
- Lesson 5: two big Pip day strips (winter and spring) and small copies per pair; tactile strips (smooth for light, rough for dark); a set of Pip's day picture cards per pair; two early-evening photos of the same view; a class sky diary sheet with blank day strips; weekly sunrise and sunset times for the teacher; yellow and dark blue counters, crayons or stickers.

Assessment

- During lessons: shadow records (lesson 1), the ordered sky strip (lesson 2), the ordered Moon cards (lesson 3), the day/night sort (lesson 4) and the Pip strips (lesson 5).
- Closing checks at the end of each lesson (answers are in each lesson).
- One-to-one check, about 4 minutes per child, any time in the last week. Children may answer by pointing, signing, placing a card or speaking:
    1. Show three shadow pictures. "Which shadow is from the middle of the day?" (The shortest one.) (Outcome 1)
    2. Give three Little Hill cards (rising, high, setting). "Put them in order. Where will the Sun be tomorrow morning?" (Low on the sunrise side.) (Outcome 2)
    3. "Can we ever see the Moon in the day?" (Yes, sometimes.) Give three Moon shapes: "Put them in order so it gets bigger." (Outcome 3)
    4. Show the day and night pictures. "When can we see stars?" (At night.) "Why not in the day?" (The Sun is too bright.) (Outcome 4)
    5. Show the two Pip strips. "Which is the winter day? How do you know?" (More dark blue; less daylight.) (Outcome 5)

⚠ Safety (read before lesson 1)

- Never look at the Sun, directly or through sunglasses, binoculars, a phone screen or anything else. Children stand with their backs to it when looking at shadows. Use the "never look" card in every lesson that goes outside.
- Shadow posts have blunt tops and stand in plasticine or a cone.
- Outdoor visits: sun protection and water as your school requires; keep visits short in cold weather.
- Torches point at the floor or into a box, never at eyes. Battery lights only, no candles.
- Darkened room: clear the floor, keep a light near the door, and let any child who dislikes the dark stay in the light.
- Music in the lesson 4 sound model at a comfortable volume.
- Never ask children what time they get up or go to bed, whether they go out after dark, or about their home or bedroom window; use the made-up place Little Hill and the made-up child Pip.

Access and taking part

- Every lesson has a tactile or sound route: masking tape and beanbags on shadows, felt and string sky cards, foam Moon shapes, a ticking-timer model for stars, rough and smooth day strips.
- Answers by pointing, placing cards, signing or speaking all count.
- Children who use a wheelchair or cannot crouch use a shadow post on a table or windowsill.
- Colour is never the only clue: the day strips also carry small sun and moon symbols.
- Going into a darkened space or acting out the Sun's path is always optional; watching from the edge counts.

Sources

- NGSS, "1. Space Systems: Patterns and Cycles" (topic arrangement), read 9 November 2026: https://www.nextgenscience.org/topic-arrangement/1space-systems-patterns-and-cycles
  - 1-ESS1-1: "Use observations of the sun, moon, and stars to describe patterns that can be predicted." Clarification statement: "Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day." Assessment boundary: "Assessment of star patterns is limited to stars being seen at night and not during the day."
  - 1-ESS1-2: "Make observations at different times of year to relate the amount of daylight to the time of year." Clarification statement: "Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall." Assessment boundary: "Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight."
  - Disciplinary core ideas ESS1.A: "Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted." ESS1.B: "Seasonal patterns of sunrise and sunset can be observed, described, and predicted."
- The Moon's changing shape (lesson 3) goes a little beyond the two performance expectations above; it is included as a pattern children can observe, and is not assessed beyond ordering pictures.

- Other statements (the Sun is a star; the stars are still there in the day; the Earth's shadow does not cause the Moon's shapes; daylight changes little near the equator) are general science knowledge that I did not check against a specific source for this unit.

Known gaps and cautions

- Written 9 November 2026. Text-checked by Gemini 4 Argon the same day (links, timings, outcomes against the one-to-one check, privacy, sun safety and access routes): no errors reported, so no changes were needed. Not yet checked by a teacher.
- Lesson 1 needs a sunny day and two short return visits; cloudy weather may spread it over several days.
- The sky diary in lesson 5 runs until term 3, so the comparison children make in this unit is with made-up Pip strips and photos; the class's own comparison comes later.
- Southern hemisphere and near-equator classes need the changes in the lesson 5 teacher notes.
- The Moon shape cards must be drawn or chosen by the teacher; no illustrations are provided yet.
- The lesson order assumes term 2 falls in the darker part of the year.

Lesson 1: Where is the Sun now?

Unit overview - Next: Lesson 2

Goal: Children mark a shadow three times in one school day, without ever looking at the Sun, and use the marks to say that the Sun seems to move across the sky during the day.

Length: about 40 minutes in the morning, plus two short visits (about 5 minutes each) at midday and in the afternoon. Use a dry, sunny day; if the sky clouds over, see Teacher notes.

Materials

- One shadow post per group of four: a stick or ruler pushed upright into a plasticine lump on a square of card, or a traffic cone with a stick taped to it, placed on flat playground or a sunny windowsill.
- Per group: three pieces of chalk in different colours (or three coloured sticky dots and a sheet of large paper taped under the post if indoors), a small beanbag, and a picture card of a clock face for each visit (morning, midday, afternoon), drawn by the teacher.
- Masking tape to mark exactly where each post stands, so it can be put back in the same place.
- A large class chart: "Morning", "Midday", "Afternoon", with a space for each group's drawing of where the shadow pointed.
- A picture of the Sun, and a "never look" card: an eye looking at the Sun, crossed out.
- Picture cards for the closing check: a post with a long shadow pointing one way, a short shadow, and a long shadow pointing the other way.
- Water and sun protection as your school requires when outside.

Steps

✎ Opening (5 min)

Hold up the picture of the Sun and the "never look" card. "We never look at the Sun, not even for a second, and not with sunglasses. It can hurt our eyes. Today we will find out where the Sun is by looking at shadows instead." Remind the class of the sound-and-light unit: a shadow forms on the side of an object away from the light. Ask: "If my shadow is in front of me, where is the light?" (Behind me.)

✎ Main activity (25 min)

1. Outside, each group stands its post on the taped square. Children walk round the post and find its shadow. The shadow tip is where the line of dark ends.
2. One child holds the post steady, one draws a chalk line along the shadow (first colour), one places the beanbag on the tip, one draws the clock card for "morning" on the group's record. Swap jobs so everyone has one turn.
3. Ask each group: "Is the shadow long or short? Which way is it pointing? Point to something the shadow points at (the fence, the gate, a tree)."
4. Children stand with their backs to the Sun, look at their own shadow, and say which way it points. Never turn round to look at the Sun.

5. Predict together: "When we come back at midday, will the shadow be in the same place? Longer or shorter?" Write the class's guesses on the chart, all of them, without saying which is right.
6. At midday and again in the afternoon (about 5 minutes each), groups return, check that the post is still on its tape, and draw the new shadow in the second and third colours.

✓ Discussion questions (5 min, with answers)

Do these after the afternoon visit, in the classroom.

- Did the shadow stay in the same place? (No; it moved, and changed length.)
- Did the post move? (No, it stayed on the tape.) So what moved? (The light, the Sun, seemed to move across the sky.)
- When was the shadow shortest? (Usually around the middle of the day, when the Sun is highest in the sky.)

✓ Closing check (5 min, with answers)

Show the three shadow picture cards. "Which picture shows the morning shadow? Which the middle of the day? Which the afternoon?" Accept answers that match what the class saw: the longest shadows early and late, the shortest near the middle of the day, the morning and afternoon shadows pointing different ways. Ask: "Did the Sun move or the post?" (The Sun seemed to move; the post did not.)

Vocabulary

shadow, sky, morning, midday, afternoon, long, short, move

Differentiation

- Support: one job only (beanbag on the tip); compare just two marks, morning and afternoon, with "Is it the same place or a different place?"
- Stretch: predict where the next shadow will be by placing the beanbag before drawing it, then check.
- Early finishers: draw the post and all three shadows from above on paper.

⚠ Safety

- Never look at the Sun, directly or through sunglasses, binoculars, a phone screen or anything else. Children stand with their backs to it.
- Sun protection and water as your school requires; keep outdoor visits short in cold weather.
- Posts must not be sharp at the top; use a ruler or a stick with a blunt end, held in plasticine or a cone.

Access

- Blind or low-vision children: lay a long strip of masking tape along each shadow so it can be felt, and put a beanbag on each tip; they can feel that the beanbags are in different places. A partner can describe the shadow.
- Children who use a wheelchair or cannot crouch: put the post on a table or a sunny windowsill at a reachable height, with paper under it.
- Non-speaking children: point to the picture card or the beanbag; answers by pointing count fully.
- Deaf children: show the "never look at the Sun" rule as a picture card (a crossed-out eye looking at the Sun) and sign or gesture it.

Teacher notes

- If the day turns cloudy, mark what you have and finish another sunny day with the posts back on their taped squares. A window shadow (the frame on the floor) can be marked with tape instead.
- Children do not need to know that the Earth turns; the grade 1 aim is to describe the pattern. If someone asks, "Scientists found out the Sun only seems to move, because the Earth is spinning" is fine; do not test it.
- Do not tell children which compass direction the shadows point; it depends on where you are and the time of year.

Lesson 2: Up, across and down

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children describe the daily pattern of the Sun: it seems to rise in one part of the sky, move across the sky, and set in another part. They use the pattern to predict where the Sun will be tomorrow.

Length: about 40 minutes.

Materials

- The class shadow chart from lesson 1, and a photo or drawing of each group's three chalk shadows.
- A "window view" picture: a large drawing of what the class sees from one window (buildings, trees, hills), drawn by the teacher before the lesson. Mark on it, from the teacher's own checking or a sunrise app, the side where the Sun comes up and the side where it goes down at this time of year.
- A yellow card circle (the "card Sun") on a stick.
- Per pair: a set of six picture cards of one made-up place, Little Hill, on one day: dark with stars; Sun just above the hills on one side; Sun higher; Sun high in the middle; Sun lower on the other side; Sun just going down behind the hills. Cards are drawn so the hills and houses are the same in every picture.
- Per pair: a strip of card with six empty boxes to put the cards in order.
- Tactile version for blind or low-vision children: the same six cards with a raised felt circle for the Sun and a string line for the hills.
- Picture of the Sun with a "never look" cross, from lesson 1.

Steps

✎ Opening (5 min)

Look at the lesson 1 chart. "The post stayed still, but the shadow moved. What was moving?" (The Sun seemed to.) "Where do you think the Sun was first thing in the morning, before school?" Take a few ideas.

✎ Main activity (25 min)

1. Show the window view picture. Use the card Sun on its stick to show its path: low on the sunrise side early in the morning, higher towards the middle of the day, lower on the other side in the afternoon, gone below the edge at sunset. Children trace the path in the air with a finger.
2. Children act it out: crouch low (sunrise), stand up slowly with arms up (midday), sink down on the other side (sunset), then curl up (night). Do it twice, slowly. Anyone may do it sitting, with arms only.
3. Pairs put the six Little Hill cards in order on their strip, from dark to dark again. Ask each pair: "How did you know which came next?"
4. Pairs check against each other: are the strips the same?

5. Ask: "Tomorrow morning, where will the Sun be?" (Low on the sunrise side again.) "How do you know?" (Because it happens every day; it is a pattern.) If you can, check the prediction tomorrow with one quick look at a shadow post (lesson 1 positions).

✓ Discussion questions (5 min, with answers)

- Does the Sun come up on the same side every day? (Yes, roughly the same side, so we can predict it.)
- Where does the Sun go at night? (It goes below the edge of what we can see; it is still there, but we cannot see it from here.)
- What is a pattern? (Something that happens again and again in the same way, so we can say what comes next.)

✓ Closing check (5 min, with answers)

Hold up two of the Little Hill cards out of order (for example "Sun high in the middle" and "Sun just above the hills on one side"). "Which comes first in the day?" (The low one on the sunrise side.) Then: "What comes after the Sun goes down?" (Night, dark.) Children answer by pointing to a card, holding up a finger for "first" or "second", or saying it.

Vocabulary

rise, set, sunrise, sunset, across, pattern, predict

Differentiation

- Support: use three cards only (rising, high, setting).
- Stretch: draw a seventh card for "next morning" and say why it looks like the first sunrise card.
- Early finishers: draw your own window view and add the Sun's path.

⚠ Safety

- The card Sun is for showing the path; children never look at the real Sun to check it.
- Acting out: keep clear space around each child; arms only for anyone who prefers it.

Access

- Blind or low-vision children use the tactile cards; feeling the felt circle go from low to high to low tells the same story.
- Children with limited arm movement can say or point "low, high, low" instead of acting it.
- Non-speaking children: ordering the cards is the answer; no words needed.

Teacher notes

- Say "seems to rise" and "seems to move" at least sometimes; the Sun does not move round us, but grade 1 does not need the reason.
- The sunrise and sunset side change a little through the year, so do not name a fixed compass point; "roughly the same side" is accurate.
- Little Hill is made up so that no child is asked about their own home, bedroom window or morning.

Lesson 3: The Moon has patterns too

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children find that the Moon also seems to rise, move across the sky and set, that it can sometimes be seen in the daytime, and that its shape seems to change over about four weeks and then start again.

Length: about 40 minutes.

Materials

- Moon picture cards (drawn by the teacher, or printed from a source your school may use): eight pictures of the Moon's shape a few days apart, from a thin curve, through a half, to a full circle, and back to a thin curve on the other side.
- Per group of four: one set of the eight Moon shape cards, and a strip with eight boxes to put them in order.
- Tactile Moon cards: the same eight shapes cut from thick card or foam so the shape can be felt.
- The Little Hill sky strip from lesson 2, and a white card Moon on a stick.
- A "Moon at night, Moon in the day" pair of pictures: Little Hill at night with the Moon, and Little Hill in the morning with a pale Moon in a blue sky.
- Optional: a morning outdoor look when a Moon calendar shows the Moon is up in daylight (see Teacher notes).

Steps

✎ Opening (5 min)

"We found a pattern for the Sun. Does the Moon have patterns too?" Show the two Little Hill pictures. "Which one is wrong, the Moon in the day or the Moon at night?" Let children argue it; do not answer yet.

✎ Main activity (25 min)

1. Tell the class: "Both are right. The Moon also seems to come up, move across the sky and go down. Some days it is up at night, some days it is up in the daytime, and some days both." Move the card Moon along the lesson 2 path to show it.
2. If the Moon is up in the morning sky today (checked beforehand), go outside for five minutes and find it. Stand with backs to the Sun. Ask: "What shape is it today?"
3. Groups get the eight Moon shape cards, mixed up. "These pictures were made a few days apart. Can you put them in an order where each one changes only a little?" Groups try.
4. Show one correct order (thin curve, bigger, half, bigger, full, smaller, half, thin curve on the other side). Groups check theirs. Any order that grows and then shrinks step by step is a good try.

5. "What will come after the last card?" (It starts again: a new thin curve.) This is a pattern that takes about four weeks.

✓ Discussion questions (5 min, with answers)

- Can we see the Moon in the day? (Sometimes, yes.)
- Does the Moon always look the same shape? (No; it seems to change, then starts again.)
- Does the Moon make its own light? (No; this was in the sound and light unit. The Sun's light shines on it. Accept "the Sun lights it up".)

✓ Closing check (5 min, with answers)

Give each child three Moon cards from the middle of the set: half, bigger than half, full. "Put them in order so the Moon gets bigger." (Half, bigger than half, full.) Then hold up the "Moon in the day" picture: "Is this possible?" (Yes.)

Vocabulary

Moon, shape, full, half, curve, daytime, night-time, pattern

Differentiation

- Support: order only three cards (thin, half, full).
- Stretch: after ordering the cards, say how many "steps" it takes to get back to the first shape.
- Early finishers: draw tonight's Moon from the Moon calendar picture the teacher shows; nobody is asked to look at home.

⚠ Safety

- It is safe to look at the Moon. If the Moon is near the Sun in the sky, do not look for it; go back in.
- Outdoor visits: sun protection and water as your school requires.

Access

- Blind or low-vision children use the foam Moon cards and feel the shapes grow and shrink.
- Children who cannot go outside or cannot see the sky: show a photo of the daytime Moon that the teacher took, or a picture from a source your school may use.
- Non-speaking children: ordering cards and pointing to "yes" or "no" cards count fully.

Teacher notes

- Check a Moon calendar before this lesson. In the days after a full Moon the Moon is often still up in the morning sky, and in the days before a half Moon it is often up in the afternoon.
- Grade 1 does not need names for the shapes or the reason they change. "The Moon seems to change shape" is enough. Do not say the Earth's shadow causes the shapes; it does not.
- Looking at the Moon at home is optional and never set as homework, because some children cannot go out after dark or have no view of the sky.

Lesson 4: Where are the stars in the day?

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children say that stars (other than the Sun) can be seen at night but not in the daytime, and use a model to show that a small light is hard to see when everything around it is bright.

Length: about 40 minutes.

Materials

- Two pictures of the same Little Hill sky: one at night with the Moon and many stars, one in the daytime with the Sun (shown in the corner) and a blue sky with no stars.
- One small LED torch per group (battery cover screwed shut), or one battery tea-light per group.
- Per group: one peep box from the sound and light unit (lid taped, flap at the far end), with a small battery tea-light or a small LED stuck inside instead of the toy, switched on.
- About 10 glow-in-the-dark stars, charged under a lamp before the lesson, stuck to a large black card.
- A way to make part of the room darker: blinds, or a table with a thick blanket over it to make a "night tent".
- Sorting mat with two halves, "seen in the day" and "seen at night", and picture cards: Sun, Moon, stars, clouds, rainbow, birds.
- Sound model for blind or low-vision children (and useful for everyone): a quietly ticking kitchen timer or a small bell, and a few minutes of recorded or played music at a comfortable volume.

Steps

✎ Opening (5 min)

Show the two Little Hill pictures. "In the night picture there are lots of stars. In the day picture there are none. Where did the stars go?" Take ideas and write them down, without saying which is right.

✎ Main activity (25 min)

1. Model with a torch: in the bright classroom, a child switches a torch on and off, pointed at the floor. "Is it easy to see if it is on?" (Hard, or a little.) Then do the same inside the night tent or with the blinds down. (Easy.)
2. Peep boxes: each group looks at the small light inside their box, first with the flap open (light pouring in), then with the flap shut (dark inside). "When could you see the little light better?" (With the flap shut, when it was dark around it.)
3. Glow stars: hold up the black star card in the bright room; then turn off the lights and close blinds (or put it in the night tent). "Are there more stars or fewer when it is dark?" (We can see more, or see them better.)
4. Tell the class: "Scientists say the stars are still in the sky in the day. The Sun's light is so bright that we cannot see them, just like the little light in the box with the flap open."

5. Sorting: groups sort the picture cards onto "seen in the day" and "seen at night". The Moon can go on both, or across the middle. Ask: "Where did you put the stars? Why?"

✓ Discussion questions (5 min, with answers)

- When can we see stars? (At night, when it is dark.)
- Why can't we see them in the day? (The Sun makes the sky too bright.)
- Is the Sun a star? (Yes; it is the star closest to us. Accept "yes" with no reason.)

✓ Closing check (5 min, with answers)

Hold up the day picture and the night picture. "Point to the picture where we can see stars." (Night.) "Are the stars still there in the day picture?" (Yes, but the Sun's light is too bright to see them.) Answers by pointing, a thumbs up or down, or words all count.

Vocabulary

star, night, daytime, bright, dark, model

Differentiation

- Support: sort only Sun, Moon and stars.
- Stretch: explain to a partner why the torch model is like the sky.
- Early finishers: draw the same view by day and by night.

⚠ Safety

- Torches point at the floor or into the box, never into anyone's eyes.
- Darkened room: clear the floor first, keep a light on near the door, and let any child who dislikes the dark sit by the door or stay in the light; looking from the edge counts.
- Battery tea-lights only, no real candles. Battery covers screwed shut.

Access

- Blind or low-vision children use the sound model: listen for the quiet ticking timer in a silent room (easy), then while music plays at a comfortable volume (hard). The timer did not stop; the louder sound hid it, as the Sun's light hides the stars. Say that this is a model with sound, not light.
- Children who find dark spaces upsetting watch the glow stars from the door or by a window; joining in is optional.
- Non-speaking children sort cards and point; no words needed.

Teacher notes

- The assessment boundary for this standard is only that stars are seen at night and not in the day. Do not test star patterns or names.

- A few very bright planets and the Moon can sometimes be seen by day; do not use them as a "trick" question at this age.
- Some children live where city lights hide most stars; "people far from bright lights see many more" is a kind way to say it.

Lesson 5: Long days and short days

Unit overview - Previous: Lesson 4

Goal: Children compare the amount of daylight at two times of year and say that there is less daylight in winter than in spring, summer or autumn. They start a class sky diary to check this themselves later in the year.

Length: about 40 minutes.

Materials

- Two Little Hill day strips, each a long paper strip split into a row of equal boxes from "wake up" to "bed time" for one made-up child, Pip: one strip for a winter school day, one for a spring school day. Boxes are coloured yellow (light outside) or dark blue (dark outside). In the winter strip, the first boxes (getting up, breakfast) and the last boxes (going home, tea, bed) are dark blue; in the spring strip most boxes are yellow and only bed time is dark blue.
- Per pair: small copies of both strips, and a picture card set of Pip's day (wake up, breakfast, walk to school, playtime, home time, tea, bath, bed), the same for both seasons.
- Tactile strips: the yellow boxes covered in smooth paper, the dark blue ones in rough sandpaper or felt.
- Two photos the teacher took of the same view at the same clock time in the early evening (for example 5 o'clock): one taken now (winter or late autumn) and one from earlier in the year, or a drawing of the same view in spring if no photo exists.
- A large class "sky diary" sheet with one row for each week until the end of term 3. Each row is a blank day strip of equal boxes, one box for each hour from 6 in the morning to 8 in the evening (no numbers needed on the children's copy).
- Sunrise and sunset times for your town each week, from a weather service or almanac your school uses; only the teacher uses the times.
- Yellow and dark blue counters, and yellow and dark blue crayons or stickers.

Steps

✎ Opening (5 min)

Show the two window photos. "These were taken at the same time on the clock. What is different?" (One is darker.) "Why might that be?" Take ideas.

✎ Main activity (25 min)

1. Show the two big Pip strips. Read the winter one together: "When Pip wakes up, is it light or dark outside?" (Dark.) "At home time?" (Getting dark, or dark.) Then the spring strip.
2. Pairs lay their small strips one above the other. "Which strip has more yellow?" (Spring.) "Which has more dark blue?" (Winter.) Children may count boxes to check; the answer is "more" or "less", not hours.

3. Pairs use the Pip picture cards: for each card, they put a yellow or blue counter on it for winter, then for spring. "Which parts of Pip's day change?" (The early morning and the evening.)
4. Start the class sky diary: the teacher reads this week's sunrise and sunset times (to themself) and children colour this week's row, yellow for the boxes between sunrise and sunset and dark blue for the rest. The teacher helps with the box where the change happens. Each week one child colours the new row in the same way.
5. Predict together: "When we colour the row in the spring term, will it have more yellow or less?" Write the prediction on the sheet.

✓ Discussion questions (5 min, with answers)

- In winter, is there more daylight or less? (Less.)
- In spring, is there more daylight or less than in winter? (More.)
- Why were both photos taken at the same time on the clock? (So the only big difference is the time of year; if they were taken at different times of day, we could not tell whether the season made the difference.)

✓ Closing check (5 min, with answers)

Give each child the two small Pip strips without labels. "Point to the winter day." (The one with more dark blue.) "Which day has more light?" (The spring day.) Then: "What do you think our sky diary will show in spring?" (Longer yellow rows: more daylight.)

Vocabulary

daylight, winter, spring, summer, autumn, season, more, less, compare

Differentiation

- Support: compare only two picture cards, "walk to school" and "home time", for winter and spring.
- Stretch: draw Pip's strip for a summer day and say how it is different from spring.
- Early finishers: decorate the sky diary sheet border with Sun, Moon and stars.

⚠ Safety

- No one looks at the Sun when checking the sky for the diary.
- Never ask children what time they get up, go to bed, or whether they go out after dark; use Pip.

Access

- Blind or low-vision children use the tactile strips: rough boxes for dark, smooth for light. "More rough" means "more dark".

- Children with colour vision differences: the blue boxes also carry a small moon symbol and the yellow boxes a small sun symbol.
- Non-speaking children point to the strip or place counters.

Teacher notes

- In the southern hemisphere the seasons fall in different months: swap the order so the diary runs from the darker season to the lighter one, and check that "term 2" really is the winter part of your year.
- The assessment boundary for this standard is relative amounts of daylight: more or less, not hours or minutes. Counting boxes is a comparison tool, not a measurement of hours.
- Near the equator, daylight changes very little through the year; if that is your class, compare Little Hill (made-up, far from the equator) with your own diary and say "in some places it changes a lot, here it hardly changes".
- Come back to the sky diary in term 3 and compare the rows. Many school days begin and end in daylight, so the diary uses sunrise and sunset times rather than asking children to look outside before or after school.

Grade 1 Society: Rules, Fairness and Community Jobs (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the society progression | Grade 1 year plan - Term 1

Big idea

Rules help people stay safe and get along, and different places need different rules. Fair does not always mean everyone gets exactly the same: sometimes it means sharing equally, sometimes taking turns, and sometimes giving someone what they need so they can join in. When a rule is not working, the people who use it can talk and agree a better one. In a town, people do many different jobs: some make things you can hold (goods) and some do things for other people (services), and every job needs skills and tools.

This is the first society unit of grade 1 (term 1). It builds on the kindergarten unit My day and my class (classroom roles, making one class rule with a "so that..." reason) and on Families, then and now, and people who help us (helpers in school and town). Here the rules move outside the classroom, the idea of fairness is added, and jobs are sorted and explained.

Outcomes

By the end of the unit most children can:

1. Match a rule to a place (a park, a library, a swimming pool, a road crossing, a bus, a café kitchen) and give its reason with "so that...".
2. Show a fair share of a small number of objects between two people, and explain one time when fair means taking turns.
3. Explain, using a story, that fair can also mean giving someone what they need to join in, even when others do not get the same thing.
4. Say what was wrong with a rule that was not working in a game, help their group agree a better rule, and say whether it worked better.
5. Sort made-up job cards into "makes a thing you can hold" (goods) and "does something for people" (services), and name one tool and one skill a job needs.
6. Work with a group on a shared task, sharing out the roles in a fair way.

Prior knowledge

- Kindergarten society: our day in order, classroom roles and jobs, making a class rule and saying why, helpers in school and town.
- Kindergarten health and PE: taking turns, stop/look/listen with a grown-up.
- Grade 1 maths term 1 runs alongside: sharing 10 counters into two equal groups uses facts within 20.

- No reading is needed. Every rule, place, job and tool card has a picture; words on cards are for the adult.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week. Lesson 3 needs the hall, playground or a cleared space. Lesson 5 can take two sessions if groups want more time to build.

Lesson	Title	Main activity
1	Rules in different places	Match rule cards to place cards and give "so that..." reasons
2	What is fair?	Share counters, take turns with a timer, the story of the step, fair and unfair ways to choose
3	When a rule isn't working	Play a beanbag game with an unfair rule, agree a better rule, play again
4	Jobs in Little Hill	Sort made-up job cards into goods and services; match tools and skills
5	Building Little Hill together	Groups build one building and a rule sign for a class town; show what you know

Materials (whole class unless noted)

- Lesson 1: per pair, a set of 6 place picture cards (park playground, library, swimming pool, road crossing, bus, café kitchen), a set of 14 rule picture cards (listed in lesson 1) and a sorting mat with 6 boxes; large copies of the place cards for the board; a museum place card for the closing check.
- Lesson 2: per pair, 10 counters and 2 paper cups; per group of 4, one toy and a 1-minute sand timer; story picture cards A-D (Kit and Ari); per pair, 6 "ways to choose" cards and a mat with a thumbs-up box and a thumbs-down box; a cup of numbered lolly sticks; for the closing check, 8 stickers or counters and a picture of two children; large counters for any child who still mouths small objects.
- Lesson 3: per group of 4, one hoop, one beanbag, one yellow bib (or sash) and a strip of floor tape for the throwing line (about 2 metres from the hoop); the cup of numbered lolly sticks from lesson 2; the "Class Fox line leader" story card; a large "Our new rule" sheet and a pen; the "paint table" picture card for the closing check. Indoor alternative per group: a cardboard box and a scrunched paper ball.
- Lesson 4: per pair, 8 made-up job cards (baker, bus driver, nurse, librarian, farmer, bin collector, builder, hairdresser), a sorting mat ("makes a thing you can hold" with a picture of hands holding a loaf; "does something for people" with a picture of a helping hand), and 8 tool cards (oven, tractor, steering wheel, stethoscope, comb and scissors, bin lorry, bricks and trowel, library computer); a banana (or a picture of one) and a picture of a lorry and a ship; two closing-check cards (dentist, potter).
- Lesson 5: per group of 4, 3-4 clean empty cardboard boxes, paper, crayons, glue sticks, masking tape, child-safe scissors, a lolly stick and a small card for a rule sign, 4 group role cards (builder, decorator, sign maker, checker) and one building card (bakery, bus stop, library, clinic, farm shop, hair salon or bin depot); a long paper strip as the town street; the "ways to choose" cards and the cup of numbered lolly sticks from lesson 2; pre-cut shapes, glue dots and tape tabs for fine-motor support; the cards needed for the one-to-one check (see Assessment).
- Blank cards and pencils for the extensions in lessons 1 and 4.

- Support cards: two ready-made new-rule picture cards per group (lesson 3); two ready-drawn rule signs per group and a thumbs-up card for the checker (lesson 5).

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by speaking, signing, pointing or choosing a picture card.
- Lesson 5: watch how each group shares out roles and decides, and listen to each group's rule and "so that..." reason.
- End-of-unit one-to-one check (about 4 minutes per child; plan extra small-group time in the week, as 40 minutes is not enough for a whole class). Materials: the swimming pool card and "walk, don't run" rule card, 6 counters and 2 cups, story card C, the baker and bus driver job cards, a picture of a game where one child always goes first. Answer guide:
    1. "Why might a swimming pool have a 'walk, don't run' rule?" (So that nobody slips on the wet floor and gets hurt.)
    2. "Share these 6 counters fairly between Kit and Ari." (3 each.)
    3. Story card C. "Ari gets a step to reach the sink. Kit doesn't need one. Is that fair?" (Yes, because Ari needs it so that both can wash their hands. If a child says "no, it's not the same", ask: "Can Ari wash hands without it?" and accept a changed answer with a reason.)
    4. Baker and bus driver cards. "Which one makes a thing you can hold?" (The baker: bread, cakes.) "What does the other one do for people?" (Drives people where they need to go.)
    5. Picture of a game where one child always goes first. "Is this rule working for everyone? What could the group change?" (No; take turns, pick a lolly stick, or any fair way that gives everyone a go.)
- There is no validated pass mark. The check covers the main ideas, not every skill in the unit.

⚠ Safety (read before lesson 1)

- Lesson 3 is a moving game: clear the space, agree a "hands up, everything stops" signal, throw underarm only, towards the hoop and never at people. Fetch the beanbag only when the thrower has finished.
- Lesson 5: child-safe scissors only; use clean, empty food boxes and leave out any packaging from foods on the class allergy list (for example nut products).
- Counters, lolly sticks and stickers stay on tables and out of mouths; use large counters with any child who still mouths objects.

Families, feelings and privacy

- All stories use made-up children (Kit and Ari, Class Fox) and a made-up town (Little Hill). Never ask children what jobs the grown-ups at home do, what money their family has, or whether their family follows a rule.
- Children can share a job they would like to do, or a job they have seen in a story, if they want to; nobody has to.
- In lesson 2, keep "fair means giving what someone needs" about Kit and Ari. Do not point to real children in the class who use a step, a chair, a hearing aid or any other support.

- Show jobs done by people of different genders, ages and appearances. Avoid saying any job is for boys or for girls.

Access and taking part

- Every card has a picture, so no child needs to read.
- Children may answer by speaking, signing, pointing, choosing a card or using a communication device. Give extra waiting time.
- Children who do not want to speak to the class can tell a partner or the adult, or hold up a card.
- Lesson 3: a child who uses a wheelchair or walking frame throws from where they are, and the throwing line moves to them; children who prefer not to join the active game can be the group's "rule watcher", who says whether the rule is being followed. Seated players can throw a paper ball into a box on a table instead.
- Low vision: large cards with bold outlines; describe each card aloud. Fine-motor needs in lesson 5: pre-cut shapes, glue dots and tape tabs.
- Colour is never the only clue: the sorting mats use picture symbols (thumbs up and down, hands holding a loaf, a helping hand).

Sources

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, read via an Internet Archive snapshot of the publisher's PDF (PDF pages 32-34 for civics, page 37 for economics). The unit uses these K-2 indicators, each checked word for word in that PDF:
  - D2.Civ.1.K-2 "Describe roles and responsibilities of people in authority." (the lifeguard in lesson 1; the teacher in lesson 3)
  - D2.Civ.2.K-2 "Explain how all people, not just official leaders, play important roles in a community." (lessons 4 and 5)
  - D2.Civ.3.K-2 "Explain the need for and purposes of rules in various settings inside and outside of school." (lesson 1)
  - D2.Civ.6.K-2 "Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority." (lesson 5)
  - D2.Civ.8.K-2 "Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules." (lesson 2)
  - D2.Civ.9.K-2 "Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group." (lessons 3 and 5)
  - D2.Civ.12.K-2 "Identify and explain how rules function in public (classroom and school) settings." (lesson 3)
  - D2.Eco.3.K-2 "Describe the skills and knowledge required to produce certain goods and services." (lesson 4)
  - D2.Eco.4.K-2 "Describe the goods and services that people in the local community produce and those that are produced in other communities." (lesson 4)
- Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.

Known gaps and cautions

- Rules, places and jobs differ between countries and towns. Swap the cards for places and jobs children know, and use your local road-crossing rule (for example, a green figure, or no signal at all).

- Some jobs fit both columns (a builder makes a house you can see and touch, but also does a service for the family who asked; a café cook makes food and serves it). Accept any placement a child can explain; the cards were chosen so most have one clear answer.
- "Fair" is a big idea that adults disagree about. These lessons show three everyday kinds (equal shares, taking turns, giving what someone needs) and do not claim this is the whole story.
- The game in lesson 3 has a deliberately unfair first rule. Keep the first round short (about 3 minutes) so no child feels left out for long, and rotate who wears the bib between groups, choosing in a fair way.
- Money, prices and saving (later C3 economics indicators) are left for grade 2. Laws and governments are left for grade 2 and later.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- Gemini 4 Argon text-checked the README and lessons 1-5 at 032dbc6 on 9 November 2026 (timings, links, counts, sources, safeguards and the one-to-one check were consistent); two materials notes were fixed in 00cf8e7, which Argon also diff-checked the same day (see PEERCHECKS.md). This is a peer check by an AI agent, not an educator review.
- The order of lessons, the activities and the timings are my choice, not taken from a source.

Lesson 1: Rules in different places

Unit overview - Next: Lesson 2

Goal: Children match rules to the places that need them and say why each rule helps, using "so that...".

Length: about 40 minutes.

Materials

- Per pair: 6 place picture cards (park playground, library, swimming pool, road crossing, bus, café kitchen); a sorting mat with 6 boxes, one for each place; 14 rule picture cards:
  - Park: "Wait your turn for the slide"; "Put litter in the bin".
  - Library: "Use a quiet voice"; "Turn pages gently".
  - Swimming pool: "Walk, don't run"; "Swim only when the lifeguard is there".
  - Road crossing: "Stop, look and listen with a grown-up"; "Cross when the green figure shows".
  - Bus: "Stay sitting while the bus moves"; "Let people get off first".
  - Café kitchen: "Wash hands before cooking"; "Keep hot pans away from the edge".
  - Everywhere: "Be kind"; "Ask a grown-up for help".
- Large copies of the 6 place cards for the board.
- A museum place card for the closing check.
- Blank cards and pencils for the extension (drawing a new rule card).

Steps

✎ Opening (5 min)

Recall the kindergarten class rule: "Last year your class made a rule. What was it for?" Accept any answer with a reason. Say: "Rules are not only for classrooms. Today we visit six places and find the rules each one needs." Put the large place cards on the board and name each one together.

✎ Main activity (25 min)

1. **Model (5 min).** Take the swimming pool card. Hold up "Walk, don't run". "Where does this rule belong? Why?" Think aloud: "The floor is wet, so that nobody slips and gets hurt." Put it in the pool box. Point out the lifeguard in the picture: "The lifeguard's job is to watch the water and make sure people stay safe."
2. **Pairs match (12 min).** Pairs place the rule cards in the boxes. Walk round and ask "Why does it go there?" Two cards ("Be kind", "Ask a grown-up for help") fit everywhere: pairs put them under the mat.
3. **"So that..." round (8 min).** Each pair chooses one rule and says it with a reason: "In the library we use a quiet voice so that people can read and think." Children who prefer not to speak to the class tell the adult or hold up the card while their partner speaks.

✓ Discussion questions (5 min, with answers)

1. "The library has a quiet-voice rule. Why doesn't the park have one?" (People in a library are reading and thinking; in the park, loud play usually doesn't stop anyone else from doing what they came for.)
2. "Which rules fit in lots of places?" (Be kind, ask for help, taking turns, putting litter in the bin, washing hands before food; accept others with a reason.)
3. "Who helps people keep the rules at the pool?" (The lifeguard. Other places: the bus driver, the librarian, the crossing guard, the cook in charge.)

✓ Closing check (5 min, with answers)

Show the museum card. "Here is a new place. Think of one rule a museum might need and say 'so that...'." (Any rule with a reason, for example: "Don't touch the things in the glass cases so that they don't break"; "Walk so that nobody bumps into the displays"; "Use a quiet voice so that people can listen to the guide.") Note who gives a rule with a reason.

Vocabulary

rule, reason, "so that", place, safe, lifeguard, librarian.

Differentiation

- Support: give a pair only 3 places and 6 rule cards; say each card aloud.
- Extension: "Make up a new rule for one of the places and draw its card." Or: "Find a rule that would be silly in another place." (A quiet-voice rule in the playground.)

⚠ Safety

- None beyond normal classroom care. Remind children that the road crossing rule is "with a grown-up" (kindergarten road safety).

Teacher notes

- Use local versions: if your crossings have no green figure, change that card to your local rule.
- Keep the talk on the made-up places. Do not ask children whether their family follows a rule.

Lesson 2: What is fair?

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children learn three everyday kinds of fair (equal shares, taking turns, giving someone what they need to join in) and sort fair and unfair ways to choose who goes first.

Length: about 40 minutes.

Materials

- Story picture cards A-D about two made-up children, Kit and Ari:
  - A: Kit and Ari with a plate of 10 grapes.
  - B: Kit and Ari next to one swing.
  - C: Ari, too short to reach the sink, standing on a step; Kit, tall enough, without one; both washing their hands.
  - D: Kit and Ari with a board game, both wanting to go first.
- Per pair: 10 counters (the "grapes") and 2 paper cups labelled with pictures of Kit and Ari.
- Per group of 4: one toy (the "swing") and a 1-minute sand timer.
- Per pair: 6 "ways to choose" cards and a mat with a thumbs-up box and a thumbs-down box. The cards: "Take turns from a list"; "Pick a numbered lolly stick from a cup"; "Rock, paper, scissors"; "The tallest always goes first"; "Whoever shouts loudest goes first"; "The same child always goes first".
- A cup of numbered lolly sticks for the demonstration.
- For the closing check: 8 stickers or counters and a picture of two children.
- Large counters for any child who still mouths small objects.

Steps

✎ Opening (5 min)

Show card A. "Kit and Ari have 10 grapes. Kit takes 8 and gives Ari 2. Is that fair?" (No.) "What would be fair?" Take ideas. Say: "Today we find out what fair means. It is not always the same thing."

✎ Main activity (25 min)

1. **Equal shares (6 min).** Pairs share the 10 counters between the Kit cup and the Ari cup, one at a time ("one for Kit, one for Ari"). Count: 5 and
2. "Fair can mean the same amount each." Quick try: 6 counters (3 each).
3. **Taking turns (6 min).** Show card B. "There is only one swing. We can't cut it in half! What's fair?" (Take turns.) Groups of 4 pass the toy round, each child holding it until the 1-minute sand timer runs out. "Fair can mean everyone gets a turn."
4. **The story of the step (6 min).** Show card C and tell it: "Ari can't reach the sink, so the teacher gives Ari a step. Kit is tall enough and doesn't get a step. Is that fair?" Take ideas from both sides. Then ask: "Could Ari wash hands without the step?" (No.) "Now both can wash their hands. Fair can mean giving someone what they need so they can join in."

5. **Ways to choose (7 min).** Show card D. "Who goes first?" Demonstrate one fair way: pull a numbered stick from the cup. Pairs sort the 6 "ways to choose" cards onto thumbs up (fair) and thumbs down (not fair).

✓ Discussion questions (5 min, with answers)

1. "Why is 'the tallest always goes first' not fair?" (The same person always wins, and nobody can change how tall they are.)
2. "Why is picking a lolly stick fair?" (Everyone has the same chance; nobody knows which stick they will get.)
3. "When we shared the grapes, everyone got the same. When Ari got the step, Kit did not get the same. Were both fair?" (Yes: the grapes were shared equally, and the step helped Ari do what Kit could already do.)

✓ Closing check (5 min, with answers)

1. Put 8 stickers next to the picture of two children. "Show me a fair share." (4 each.)
2. "Tell me one fair way to choose who goes first." (Take turns from a list, pick a lolly stick, rock paper scissors, or another way where everyone has the same chance.)

Note who shares equally and who names a fair way.

Vocabulary

fair, not fair, share, the same, turn, need.

Differentiation

- Support: share 4 counters (2 each) before 10; sort only 4 "ways to choose" cards (2 fair, 2 not fair).
- Extension: "Share 9 grapes between Kit and Ari. What can you do with the one left over?" (Cut it in half, give it to someone else, save it; accept any idea with a reason.) Or invent a new fair way to choose.

⚠ Safety

- Counters and lolly sticks stay on tables, out of mouths; use large counters with any child who still mouths objects.
- The "swing" is a toy passed hand to hand; no real swinging.

Teacher notes

- Keep the step story about Kit and Ari. Do not point to real children in the class who use a step, a chair, a hearing aid or other support.

- Some children will say the step is not fair because it is not the same. That is a reasonable first answer; the question "Could Ari wash hands without it?" usually helps. Accept a changed answer with a reason.
- Rock, paper, scissors gives each player the same chance only if both show their hand at the same time; mention this if children raise it.

Lesson 3: When a rule isn't working

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children notice when a rule is not working for everyone, agree a better rule as a group by listening to each other, and test whether the new rule works better.

Length: about 40 minutes. Teach in the hall, the playground or a cleared classroom.

Materials

- The "Class Fox line leader" story card: a made-up class where the first child to reach the door is the line leader, showing children rushing to the door.
- Per group of 4: one hoop, one beanbag, one yellow bib (or sash), and a strip of floor tape for the throwing line about 2 metres from the hoop.
- Indoor alternative per group: a cardboard box and a scrunched paper ball.
- A large "Our new rule" sheet and a pen.
- The "paint table" picture card for the closing check (only the children at the front table can use the paint; children at other tables are waiting).
- A cup of numbered lolly sticks (from lesson 2) for choosing who wears the bib first.
- For support: two ready-made new-rule picture cards per group (for example "Everyone takes a turn wearing the bib" and "Throw in the order of the lolly sticks").

Steps

✎ Opening (5 min)

Agree the stop signal: "When I put my hand up, everything stops and you put your hand up too." Practise once. Recall lesson 2: "What does fair mean?" (Sharing the same, taking turns, giving what someone needs.)

✎ Main activity (25 min)

1. **Class Fox (6 min).** Show the story card. "In Class Fox, the first child to reach the door is line leader. What happens?" (Children run and push; the fastest children are always leader; slower children never are.) "Is this rule working?" (No.) "What could Class Fox change?" Write ideas on the "Our new rule" sheet (a turns chart; a lolly stick each morning). "The people who use a rule, with the teacher, can agree to change it."
2. **Game, round 1 (4 min).** Groups of 4 at a hoop. Use the lolly sticks to choose who wears the yellow bib. Rule 1: "Only the player in the yellow bib throws, every time. The others fetch the beanbag." Throw underarm from the line into the hoop. Stop after about 3 minutes.
3. **Agree a better rule (6 min).** Groups sit together. Ask: "Was rule 1 fair? How did it feel to only fetch?" Each child says one idea while the others listen; the group agrees one new rule (for example: pass the bib on after each throw; take turns round the circle). Groups can agree by talking, by a show of hands, or by picking a lolly stick if two ideas are tied.
4. **Game, round 2 (5 min).** Play again with the new rule.

5. **Back together (4 min).** Each group shows its new rule with a thumbs up (worked better), thumbs sideways (a bit better) or thumbs down (not better), and says why if they want to.

✓ Discussion questions (5 min, with answers)

1. "What was the problem with rule 1?" (The same child threw every time; the others only fetched. It was not fair, and it was not much fun for most of the group.)
2. "How did your group choose the new rule?" (We each said an idea, listened and agreed, or put our hands up, or picked a stick.)
3. "Who can change a rule?" (The people who use it, working together and with the person in charge, such as the teacher for class rules.)

✓ Closing check (5 min, with answers)

Show the paint table card. "The rule is: only children at the front table can use the paint. Is it working for everyone?" (No: the other tables never get to paint.) "What could the class change?" (Take turns by table; put paint on every table; use a turns chart.) Note who sees the problem and who suggests a fairer rule.

Vocabulary

rule, change, agree, listen, fair, better.

Differentiation

- Support: offer two new rules on picture cards and let the group choose one.
- Extension: "Your new rule worked. Could it be even better? What else might go wrong?" (For example: someone throws too hard, so add "underarm only".)

⚠ Safety

- Clear the space; groups well apart. Throw underarm, towards the hoop, never at people. Fetch the beanbag only after the throw.
- Use the stop signal before every change of round.

Access

- A child who uses a wheelchair or walking frame throws from where they are; move the throwing line to them.
- A child who prefers not to join the active game can be the group's "rule watcher", who says whether the rule is being followed, and has a full say in the new rule.
- Seated players can throw a scrunched paper ball into a cardboard box on a table.

Teacher notes

- Keep round 1 short (about 3 minutes) so nobody feels left out for long. Rule 1 is unfair on purpose; say so afterwards.
- Most groups will choose turns. If a group's new rule doesn't work, that is useful: "What would you change next time?"

Lesson 4: Jobs in Little Hill

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children sort jobs in a made-up town into those that make things you can hold (goods) and those that do something for people (services), and say what tools and skills a job needs.

Length: about 40 minutes.

Materials

- Per pair: 8 made-up job cards from the town of Little Hill: baker, bus driver, nurse, librarian, farmer, bin collector, builder, hairdresser. Show people of different genders, ages and appearances.
- Per pair: a sorting mat with two boxes: "makes a thing you can hold" (picture: hands holding a loaf) and "does something for people" (picture: a helping hand).
- Per pair: 8 tool cards: oven, tractor, steering wheel, stethoscope, comb and scissors, bin lorry, bricks and trowel, library computer.
- A banana (or a picture of one) and a simple picture of a lorry and a ship.
- Two closing-check cards: a dentist and a potter.
- Blank cards and pencils for the extension (drawing a new job card).

Steps

✎ Opening (5 min)

"Little Hill is a made-up town. Lots of people work there. Who might work in a town?" Take ideas (from stories, from walking around). Say: "Today we find out what each job does for the town."

✎ Main activity (25 min)

1. **Goods or services (8 min).** Model with the baker: "The baker makes bread. Can you hold bread?" (Yes.) "Things you can hold are called goods." Then the bus driver: "Can you hold what a bus driver does?" (No; the driver takes people places.) "When someone does something for people, it is called a service." Pairs sort the 8 job cards.
2. **Tools (7 min).** Pairs put a tool card next to each job. Check together: baker - oven; farmer - tractor; bus driver - steering wheel; nurse - stethoscope; hairdresser - comb and scissors; bin collector - bin lorry; builder - bricks and trowel; librarian - library computer.
3. **Skills (5 min).** "What does a baker need to know or be good at?" (How to mix and measure, how hot the oven is, how long to bake, washing hands.) Pairs choose one other job and tell each other one thing that person needs to know or be good at. Share two or three.
4. **From far away (5 min).** Hold up the banana. "Can bananas grow in Little Hill's cold winters?" (No.) "Bananas grow in warm places. Farmers there grow them, and lorries

and ships bring them here. Some goods are made in our town, and some come from other places."

✓ Discussion questions (5 min, with answers)

1. "Is the nurse making something you can hold?" (No; the nurse looks after people who are ill or hurt. That is a service.)
2. "Which job would Little Hill miss most if it stopped for a week? Why?" (Any answer with a reason, for example: the bin collectors, because rubbish would pile up and smell. Point out that every job matters to someone.)
3. "The builder makes a house you can touch. Is that goods or a service?" (It could be both: the house is a thing, and building it is something done for the people who asked. Accept either with a reason.)

✓ Closing check (5 min, with answers)

Show the two new cards one at a time. "Does this person make a thing you can hold, or do something for people?"

1. Dentist. (Does something for people: looks after teeth. A service.)
2. Potter. (Makes a thing you can hold: bowls, cups, pots. Goods.)

Note who sorts both correctly and who can say why.

Vocabulary

job, goods, service, tool, skill, make, town.

Differentiation

- Support: sort 4 job cards only (baker, farmer, bus driver, nurse); say each card's name aloud.
- Extension: "Make a new job card for Little Hill. Draw the tool it needs and say whether it makes goods or a service."

⚠ Safety

- None beyond normal classroom care. If you bring a real banana, check the class allergy list; do not eat it in the lesson.

Teacher notes

- Never ask what jobs the grown-ups at home do. Children may say a job they would like to do, or one from a story, if they want to.
- Avoid saying any job is for boys or for girls; if a child says so, ask: "Could anyone learn to do that job?"

- The builder card is deliberately tricky (see discussion question 3). Every other card has one clear answer: goods - baker, farmer, builder (usually); services - bus driver, nurse, librarian, bin collector, hairdresser.

Lesson 5: Building Little Hill together

Unit overview - Previous: Lesson 4

Goal: Children work in a group on a shared task, share out roles in a fair way, and make a building and a rule sign for a class model of Little Hill. The end-of-unit one-to-one check runs during the week.

Length: about 40 minutes (can take two sessions).

Materials

- Per group of 4: 3-4 clean, empty cardboard boxes; paper; crayons; glue sticks; masking tape; child-safe scissors; a lolly stick and a small card for a rule sign.
- Per group: 4 role cards with pictures (builder: puts the boxes together; decorator: draws windows and doors; sign maker: makes the rule sign; checker: checks the group is following its plan and everyone is joining in) and one building card (bakery, bus stop, library, clinic, farm shop, hair salon or bin depot).
- The "ways to choose" cards from lesson 2 and a cup of numbered lolly sticks.
- A long paper strip on the floor or a table as the town street.
- For fine-motor support: pre-cut shapes, glue dots and tape tabs.
- For support: two ready-drawn rule signs per group to choose from, and a thumbs-up card the checker can hold up.
- For the one-to-one check during the week: the swimming pool card and the "walk, don't run" rule card (lesson 1), 6 counters and 2 cups, story card C (lesson 2), the baker and bus driver job cards (lesson 4), and a picture of a game where one child always goes first.

Steps

✎ Opening (5 min)

"Today our class builds Little Hill together. Each group makes one building and one rule sign. A town only works when lots of people do different jobs, and your group only finishes if everyone does a job too." Show the role cards and the building cards.

✎ Main activity (25 min)

1. **Share out the roles (4 min).** Each group chooses a fair way from the "ways to choose" cards to share out the 4 role cards (for example, pick a lolly stick, then choose roles in number order). Groups of 3 combine decorator and sign maker; groups of 5 have two builders.
2. **Build (15 min).** Groups build their building from boxes and make a rule sign that belongs to their place (for example, the bakery: "Wash hands before baking"; the bus stop: "Wait in a line"). The sign maker draws the rule; the whole group agrees its "so that..." reason.
3. **Our street (6 min).** Groups place their buildings on the town street. Walk along it together; each group points to its rule sign.

✓ Discussion questions (5 min, with answers)

1. "How did your group decide who did which role?" (We used a fair way: picked sticks, took turns, or talked and agreed.)
2. "What would happen if everyone in your group made the sign and nobody built?" (The building wouldn't get finished. Sharing jobs helps a group finish a shared task, like jobs in a town.)
3. "What does our town still need?" (Any building with a reason, for example: a school, a park, a fire station.)

✓ Closing check (5 min, with answers)

Each group says its rule with "so that...". (Any rule that fits the place, with a reason that explains how it helps, for example: "Wait in a line at the bus stop so that everyone gets on safely and in turn.") Note groups whose reason links to safety, fairness or getting along.

End-of-unit one-to-one check

Run the five-question check in the unit overview (Assessment section) during the week, about 4 minutes per child, while other children add to the town or draw a job they might like to do (by choice; nobody has to).

Vocabulary

group, role, share, agree, town, street.

Differentiation

- Support: give the group a ready-drawn rule sign to choose from (two choices); pre-cut windows and doors.
- Extension: add a second sign, or make a job card for someone who would work in their building and say whether it is goods or a service.

⚠ Safety

- Child-safe scissors only; cut away from fingers and bodies.
- Use clean, empty food boxes; leave out packaging from foods on the class allergy list (for example nut products).

Access

- Every role can be done in different ways: a checker can use a thumbs-up card; a sign maker can choose a picture instead of drawing.
- Fine-motor needs: pre-cut shapes, glue dots and tape tabs.
- Children may give the rule and reason by speaking, signing, pointing to the sign or with a partner speaking for them.

Teacher notes

- The checker role is not a boss: it means checking the plan and that everyone joins in. Say this when handing out cards.
- Keep the town for a week so children can add to it during the one-to-one checks.

Grade 1 Society: Then and Now: Timelines and Old and New Objects (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the society progression | Grade 1 year plan - Term 2

Big idea

Things happen in an order, and we can show that order on a timeline using words like first, next, before, after, long ago and now. Life in the past was different from life today in some ways and the same in others: children long ago also learned, played and helped, but many of their tools and toys were different. We find out about the past from sources: old objects, old pictures, written labels and what older people remember. A source can answer some of our questions, and it can also make us think of new ones.

This is the second society unit of grade 1 (term 2). It builds on the kindergarten unit Families, then and now, and people who help us (sorting "long ago" and "now", three time bands, what an old photo can and cannot tell us). Grade 1 adds longer sequences, before/after language, comparing a whole part of life (school) then and now, and asking questions of a source.

Outcomes

By the end of the unit most children can:

1. Put five picture cards of a made-up story in time order and talk about them with first, next, then, last, before and after.
2. Compare a picture of a made-up classroom from long ago with a classroom now, and say one thing that changed and one thing that stayed the same.
3. Sort old and new versions of everyday objects (phones, music players, keys, toys) onto a three-part timeline (long ago, when today's grown-ups were small, now) and give one clue for each choice.
4. Name at least two kinds of source (an object, a picture, a written label, what a person remembers) and say one thing a source can tell us.
5. Find who made an object, where and roughly when from a museum-style label read aloud by an adult, and ask one question about the object.

Prior knowledge

- Kindergarten society term 2: "long ago" and "now"; three time bands; old photos as clues.
- Grade 1 society term 1: working in pairs and groups, sharing roles fairly.
- Grade 1 mathematics term 1: counting and ordering to 20, used for numbering timeline cards.

- No reading is needed. Every card has a picture; words on cards are for the adult.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week.

Lesson	Title	Main activity
1	What comes first? Making a timeline	Order a school day and the story of Rosa growing up on a washing-line timeline
2	A classroom long ago and now	Compare two classroom pictures; sort changed and stayed the same
3	Old and new objects	Sort phones, music players, keys and toys onto a three-part timeline, giving clues
4	Museum detectives	Kinds of sources; read museum labels for maker, place and date; ask questions
5	Our Little Hill timeline	Listen to a memory (a visitor or the Mrs Okafor story), build a class timeline, show what you know

Materials (whole class unless noted)

- Lesson 1: a string "washing line" across the board with pegs; 6 large school-day cards (arriving at school, morning story, maths, lunch, outdoor play, going home); per pair, 5 "Rosa grows up" cards (baby, crawling, first steps, starting kindergarten, in grade 1) and a 5-box number strip (1 to 5); per pair, 3 sunflower cards (seed, sprout, flower) for the closing check; blank cards and pencils for the extension; per pair, 3 "Rosa grows up" cards (baby, first steps, in grade 1) for the support group.
- Lesson 2: two large classroom pictures (Little Hill School long ago and now; see lesson 2); per pair, a set of 8 small detail cards and a sorting mat with three boxes ("long ago", "now", "both"), each box with a picture symbol (an old clock, a sun, two linked hands); a real slate (or a picture) and a small whiteboard for the closing check; magnifying glasses (optional).
- Lesson 3: three large time-band cards (long ago, when grown-ups were small, now), each with a symbol (an old clock, a younger grown-up, a sun); per group of 4, 12 object picture cards (listed in lesson 3); per group, a "clue" card set (material, wires or batteries, screen, worn or new); a big iron key picture and a key card for the closing check. Optional: a museum or library loan box of real old objects (see Safety).
- Lesson 4: four large "source" cards (an object, a picture, a written label, a person remembering); per pair, 3 museum label cards with a picture (listed in lesson 4); a "question words" card (who, what, where, when, why, how) with a picture for each; a spinning-top label card for the closing check; a large sheet of paper and a marker for the class questions (kept for lesson 5); blank cards and pencils for the extension.
- Lesson 5: the three time-band cards from lesson 3 on a long strip; the 12 object cards from lesson 3 (one set) plus 6 Little Hill picture cards (listed in lesson 5); the class question sheet from lesson 4; the Mrs Okafor memory card (made up, read by the adult) or an agreed visitor; masking tape or Blu-tack, a sticky note and pen; the lesson 3 clue cards for the support group; the stove and hand bell detail cards from lesson 2 (for Access); the cards needed for the one-to-one check (see Assessment).
- For tactile or low-vision access: large, bold-outline versions of every card; for lessons 3 and 5, real objects or raised-outline cards for at least one set (for example the keys) where possible.

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by speaking, signing, pointing or choosing a picture card.
- Lesson 5: watch how each child places a card on the class timeline and listen for a clue or a question.
- End-of-unit one-to-one check (about 4 minutes per child; plan extra small-group time in the week, as 40 minutes is not enough for a whole class). Materials: the 5 "Rosa grows up" cards, the two classroom pictures from lesson 2, the three phone cards from lesson 3, the spinning-top label card from lesson 4. Answer guide:
    1. "Put Rosa's pictures in order." (Baby, crawling, first steps, starting kindergarten, in grade 1.) "What happened just before Rosa started kindergarten?" (First steps.)
    2. Classroom pictures. "Tell me one thing that is different now and one thing that is the same." (Different: for example slates and chalk now whiteboards or tablets, a stove now radiators, long rows of desks now tables in groups. Same: for example children learning, reading, a teacher, playing outside.)
    3. Phone cards. "Put these phones on the timeline: long ago, when grown-ups were small, now. Tell me one clue." (Candlestick phone, wall phone with a cord, smartphone. Clues: shape, wires and cords, buttons or a dial, a screen.)
    4. "How can we find out about long ago?" (Any two kinds of source: old objects, old pictures or photos, labels or writing, asking older people.)
    5. Spinning-top label card, read by the adult. "Who made it? Where? About how long ago?" (A toymaker; in Little Hill; about 100 years ago.) "What would you like to ask about it?" (Any question about the object, for example "Who played with it?" or "How does it spin?")
- There is no validated pass mark. The check covers the main ideas, not every skill in the unit.

⚠ Safety (read before lesson 1)

- If you use real old objects: only objects from a school, museum or library loan box that the lender says are safe to handle. Leave out anything sharp, heavy, glass, electrical, with old batteries, or with peeling or flaking paint (old paint can contain lead). Handle over a table with two hands; no taking apart. Everyone washes hands after handling old objects.
- Washing-line pegs and string: the line is fixed at adult height on the board; children hand cards to the adult or peg them while standing.
- Small objects stay on tables and out of mouths.

Families, feelings and privacy

- Every person in this unit is made up (Rosa, Mrs Okafor, the children in the Little Hill School pictures) and the town is the made-up Little Hill from term 1.
- Never ask children to bring photos or objects from home, to say how old their relatives are, or to describe their home, their family's history or how their family lives. Children who want to tell you about something from home can do so; nobody has to.
- Some children have no baby photos, have moved home or country, or live apart from family. Rosa's timeline is about a made-up child for this reason; do not ask children to make their own life timeline in this unit.

- The lesson 5 visitor is optional. If you invite one, choose an adult the school already knows (for example a retired staff member or a regular volunteer), agree with them beforehand what they will talk about, and tell families in advance. If no visitor is possible, use the Mrs Okafor memory card; the lesson works the same way.
- Show people of different ages, genders, abilities and appearances in the pictures, long ago and now. Avoid saying that life long ago was simply "worse" or "better": say what was different.

Access and taking part

- Every card has a picture, so no child needs to read.
- Children may answer by speaking, signing, pointing, choosing a card or using a communication device. Give extra waiting time.
- Children who do not want to speak to the class can tell a partner or the adult, or hold up a card.
- Low vision and blind children: large, bold-outline cards described aloud; in lessons 3 and 5, a real object or raised-outline card for at least one object family, so the child can sort by touch (heavy iron key, small metal key, flat plastic key card).
- Children who cannot reach the washing line hand their card to an adult or a partner and say or point where it goes.
- Colour is never the only clue: the sorting mats and time-band cards use picture symbols (an old clock, a younger grown-up, a sun, two linked hands).
- Deaf children: face the class when telling the story; in lesson 5 the visitor (or adult reading the memory card) speaks facing the children and uses the picture cards as they speak; use the school's interpreter or signs where the child uses sign language.

Sources

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, read via an Internet Archive snapshot of the publisher's PDF (PDF page 46 for chronology, page 48 for historical sources). The unit uses these K-2 indicators, each checked word for word in that PDF:
  - D2.His.1.K-2 "Create a chronological sequence of multiple events." (lessons 1 and 5)
  - D2.His.2.K-2 "Compare life in the past to life today." (lessons 2 and 3)
  - D2.His.9.K-2 "Identify different kinds of historical sources." (lesson 4)
  - D2.His.10.K-2 "Explain how historical sources can be used to study the past." (lessons 4 and 5)
  - D2.His.11.K-2 "Identify the maker, date, and place of origin for a historical source from information within the source itself." (lesson 4)
  - D2.His.12.K-2 "Generate questions about a particular historical source as it relates to a particular historical event or development." (lessons 4 and 5)
- Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.

Known gaps and cautions

- "When grown-ups were small" depends on how old the grown-ups are. The middle cards (a wall phone with a cord, a cassette player) fit many adults who were children in the 1980s or 1990s, but not all. Accept any placement a child can explain, and swap cards to fit your community.

- Some objects belong in more than one place: a small metal door key was used long ago and is still used now. Lesson 3 uses this on purpose to show that not everything changes.
- The Little Hill School pictures are made up. Real classrooms long ago differed between countries and between rich and poor places; if you use real archive photos, check the licence and say where and when they are from.
- Children of this age are still learning how long "long ago" is. The unit uses three bands and "about 100 years ago" on labels, not exact dates; dates and longer timelines come in later grades (see the progression).
- Comparing perspectives (D2.His.4.K-2) and comparing two accounts of the same event (D2.His.6.K-2) are left for grade 2.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- Peer check: Gemini 4 Argon did a text check at da91f30 (not an educator or classroom review). Timings, internal links and the C3 quotes were correct. Its notes were fixed in the follow-up commit (see PEERCHECKS.md): the Mrs Okafor card now answers questions about the slate, candlestick telephone and cassette player; the stove and bell cards are listed in the lesson 5 materials; lesson 1 keeps Rosa's cards up for lesson 2; and a doubled label was removed from the grade 1 plan. The follow-up commit is 09a3c44, which Argon also diff-checked the same day.
- The order of lessons, the activities and the timings are my choice, not taken from a source.

Lesson 1: What comes first? Making a timeline

Unit overview - Next: Lesson 2

Goal: Children put events in time order on a timeline and talk about them with first, next, then, last, before and after.

Length: about 40 minutes.

Materials

- A string "washing line" fixed across the board at adult height, with pegs.
- 6 large school-day cards: arriving at school, morning story, maths, lunch, outdoor play, going home. (Change them to match your school's real day.)
- Per pair: 5 "Rosa grows up" cards (Rosa as a baby, crawling, taking her first steps, starting kindergarten, in grade 1) and a 5-box number strip (1 to 5).
- Per pair (support group): 3 "Rosa grows up" cards only (baby, first steps, in grade 1).
- Per pair: 3 sunflower cards (seed, sprout, flower) for the closing check.
- Blank cards and pencils for the extension.

Steps

✎ Opening (5 min)

Hold up the "lunch" and "arriving at school" cards. "Which happens first today?" Peg "arriving" on the left of the line and "lunch" further right. Say: "This line is a **timeline**. Things that happen first go at this end. Things that happen later go further along."

✎ Main activity (25 min)

1. **Our school day (8 min).** Hand the other four school-day cards to children (or pairs). Each child brings their card and says where it goes: "Maths comes **after** morning story and **before** lunch." The class checks with a thumbs up or a thumbs down. Finish with the full day and read it together from left to right: "First..., next..., then..., last...".
2. **Rosa grows up (12 min).** Introduce Rosa: "Rosa is a made-up girl. These pictures show her growing up." Pairs put the 5 cards on their number strip, 1 to 5. Walk round and ask: "How do you know this one comes before that one?" (Clues: she is smaller; she is lying down, then crawling, then standing; she has a school bag.) Pairs who finish check another pair's strip and say one "before" and one "after" sentence.
3. **Same order, different line (5 min).** Peg Rosa's cards on the washing line under the school day. Ask: "Rosa's timeline is much longer than the school day. How long did it take Rosa to grow from a baby to grade 1?" (Years; about six years.) Say: "A timeline can show a day, or years, or even a very long time ago. We will use timelines all this unit."

✓ Discussion questions (5 min, with answers)

1. "What happened just after Rosa crawled?" (She took her first steps.)
2. "What happened before Rosa started kindergarten?" (Any earlier card: baby, crawling, first steps.)
3. "Could Rosa start kindergarten before she was a baby?" (No; she has to be born and grow first. Some things must happen in order.)

✓ Closing check (5 min, with answers)

Each pair gets the 3 sunflower cards, mixed up. "Put the sunflower in order." (Seed, sprout, flower.) Then ask individual children: "What came before the sprout?" (The seed.) "What came after the sprout?" (The flower.) Note who orders the cards and who uses "before" and "after".

Vocabulary

timeline, first, next, then, last, before, after, order

Differentiation

- **Support:** use the 3-card Rosa set (baby, first steps, in grade 1); say the sentence frame "First..., then..., last...".
- **Extension:** draw one more card for Rosa's timeline (for example "Rosa learns to ride a bike") on a blank card and decide where it goes.
- **Early finishers:** mix up a partner's strip and put it back in order.

Access

- Children who cannot reach the washing line hand their card to an adult and point or say where it goes.
- Low vision: large bold-outline cards, described aloud ("Rosa is lying on a blanket"); blind children can order the Rosa cards with raised outlines or by size of the figure, with the adult describing each card.
- Children can answer by speaking, signing, pointing or choosing a card.

⚠ Safety

- Only adults move the washing line; children peg cards standing on the floor, not on chairs.

Teacher notes

- Rosa's cards are about a made-up child. Do not ask children to make their own life timeline or bring baby photos (see Families, feelings and privacy in the unit overview).

- Keep the school-day line and Rosa's cards up for the rest of the unit (lesson 2 points back to Rosa's timeline); it is a useful reminder of left-to-right order.

Lesson 2: A classroom long ago and now

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children compare a made-up classroom from long ago with a classroom now, and say what changed and what stayed the same.

Length: about 40 minutes.

Materials

- Two large pictures (drawn or made up for this unit, not photos of real children):
  - **Little Hill School long ago (about 100 years ago):** long rows of wooden desks fixed together; children writing on slates with chalk; a teacher at a blackboard; an iron stove with a coal bucket; an abacus; a hand bell; a shelf of a few books; children skipping in the yard through the window.
  - **Little Hill School now:** tables in groups; whiteboards and pens; a teacher at a big screen; a radiator; a bin of counting cubes; a bookshelf with many picture books; children playing outside through the window.
- Per pair: 8 small detail cards cut from copies of the pictures (slate and chalk; whiteboard and pen; iron stove; radiator; hand bell; big screen; children reading a book; children playing outside) and a sorting mat with three boxes: "long ago" (old clock symbol), "now" (sun symbol), "both" (two linked hands symbol).
- A real slate (or a picture of one) and a small whiteboard for the closing check.
- Optional: magnifying glasses, one per pair.

Steps

✎ Opening (5 min)

Point to the washing-line timeline from lesson 1. "Rosa's timeline was a few years long. Today we go back much further: about 100 years, long before your grown-ups were born. This is Little Hill School long ago." Show the long-ago picture only. "What do you notice?" Accept anything the children see.

✎ Main activity (25 min)

1. **Look closely (7 min).** Show both pictures side by side. Model one comparison: "Long ago children wrote on a slate with chalk. Now we write on whiteboards or paper. That **changed**." Then: "Long ago children played outside. Now children play outside too. That **stayed the same**." Children point to more details with a partner.
2. **Sort the details (10 min).** Pairs sort the 8 detail cards onto the mat: long ago (slate and chalk, iron stove, hand bell), now (whiteboard and pen, radiator, big screen), both (children reading a book, children playing outside). Walk round: "How do you know?"
3. **Matching jobs (8 min).** Ask pairs to find a long-ago card and a now card that do the same **job**: slate and whiteboard (for writing); iron stove and radiator (for keeping warm). Then hold up the hand bell: "The bell called children in from the yard. What does our school use now?" (A bell, a buzzer, a whistle or the teacher calling; accept

what is true for your school.) Hold up the big screen: "Is there a long-ago card that does this job?" (Not really; the blackboard is closest.) Say: "Some things are the same job done a new way. Some things are new."

✓ Discussion questions (5 min, with answers)

1. "Why did the long-ago classroom need a stove?" (To keep warm in cold weather; there was no radiator.)
2. "Name one thing that is the same in both classrooms." (Children learn, read books, have a teacher, play outside; accept others with a reason.)
3. "Was it better long ago or now?" (There is no single right answer. Help children say what was **different**, for example "slates could be wiped and used again, like whiteboards".)

✓ Closing check (5 min, with answers)

Show the real slate and the whiteboard. Ask individual children: "Which one did children use long ago?" (The slate.) "What job do they both do?" (For writing, or for wiping clean and writing again.) "Tell me one thing that stayed the same in the classroom." (See discussion question 2.) Note who names a change and who names something that stayed the same.

Vocabulary

long ago, now, changed, stayed the same, both, slate, compare

Differentiation

- **Support:** sort only 4 cards (slate and chalk, whiteboard and pen, children reading, children playing) with the adult; the two "both" cards show that some things stay the same.
- **Extension:** find a third thing that stayed the same in the pictures and explain it to another pair.
- **Early finishers:** use a magnifying glass to find the smallest difference between the pictures.

Access

- Low vision: large pictures described aloud, detail by detail; detail cards with bold outlines.
- Blind children: hold the real slate and whiteboard while the adult describes the pictures; the slate is heavier and cool, the whiteboard smooth and light.
- Children can answer by speaking, signing, pointing or choosing a card.

⚠ Safety

- Slates can be brittle: an adult holds the real slate, or children touch it on the table. Use a slate from a loan box that is safe to handle (see the unit overview Safety section).

Teacher notes

- The pictures are made up. If you use real archive photos instead, check the licence and tell children where and when each photo is from.
- Avoid "children long ago were naughty" or "school was horrible". Stick to what can be seen in the pictures.

Lesson 3: Old and new objects

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children sort old and new versions of everyday objects onto a three-part timeline and give a clue for each choice.

Length: about 40 minutes.

Materials

- Three large time-band cards, pegged left to right on the washing line: **long ago** (old clock symbol), **when grown-ups were small** (a younger grown-up symbol), **now** (sun symbol).
- Per group of 4: 12 object picture cards in four families of three:
  - Phones: a candlestick phone (long ago); a wall phone with a cord and buttons (when grown-ups were small); a smartphone (now).
  - Music: a wind-up gramophone with a horn (long ago); a cassette player with headphones (when grown-ups were small); a smart speaker (now).
  - Keys: a big iron key (long ago); a small metal door key (when grown-ups were small, and still used now); a key card (now).
  - Toys: a wooden spinning top (long ago); a remote-control car with batteries (when grown-ups were small); a tablet game (now).
- Per group: a set of 4 clue cards with pictures: **what it is made of** (wood, iron, plastic); **wires or batteries**; **a screen**; **worn or new-looking**.
- A big iron key picture and a key card for the closing check.
- Optional: a museum or library loan box of real old objects (see Safety).
- For blind and low-vision children: the key family as real objects or raised-outline cards (heavy iron key, small metal key, flat plastic key card).

Steps

✎ Opening (5 min)

Hold up the candlestick phone card and the smartphone card. "These are both phones. Which is older? How can you tell?" Collect clues: the old one is tall, has a separate part to hold to your ear, and no screen. Show the clue cards and name each one.

✎ Main activity (25 min)

1. **Model the middle (5 min).** Peg the candlestick phone under "long ago" and the smartphone under "now". Hold up the wall phone. "This one is not as old as the first phone, but it is older than a smartphone. Many grown-ups had one like this at home when they were small." Peg it in the middle.
2. **Groups sort (12 min).** Each group sorts its 12 cards into three rows on the table: long ago, when grown-ups were small, now. For each card, one child holds up the clue card they used. Walk round and ask: "Which clue told you?"
3. **The tricky key (4 min).** Ask: "Where did you put the small metal key?" Groups will disagree. Say: "Small metal keys were used when your grown-ups were small, and lots

of doors still use them now. Some things change a lot, some change a little, and some stay nearly the same." Accept the key in the middle or under "now" with a reason.
4. **Check another group (4 min).** Groups look at one other group's rows and give a thumbs up or ask one "why?" question.

✓ Discussion questions (5 min, with answers)

1. "What do the newer objects often have that the old ones don't?" (Screens, batteries, wires or charging cables, buttons; accept plastic.)
2. "The gramophone and the smart speaker do the same job. What is it?" (Playing music.)
3. "Why do you think phones changed?" (Accept ideas: people invented new things, so they could carry them, so they could see pictures. This is a good guess, not a fact we checked.)

✓ Closing check (5 min, with answers)

Show the iron key and the key card. Ask individual children: "Which is older?" (The iron key.) "Tell me one clue." (It is made of iron; it is big and heavy; it looks worn; the key card is plastic and flat, and it works with a machine in the door.) Note who chooses correctly and gives a clue.

Vocabulary

old, older, newer, clue, invent, change, timeline

Differentiation

- **Support:** sort only the phone and key families (6 cards) with the adult, using one clue each.
- **Extension:** draw what a phone might look like in the future and say where it would go on the timeline (after "now").
- **Early finishers:** make a "same job" line: put one object from each family in a row and say the job each one does.

Access

- Blind and low-vision children sort the key family by touch (real keys or raised-outline cards), with an adult describing the other cards.
- Children can answer by speaking, signing, pointing or holding up a clue card.
- Groups share out the jobs (holding cards, sorting, holding the clue card, checking) in a fair way, as in term 1, so every child gets a turn at each job.

⚠ Safety

- Real old objects only from a loan box the lender says is safe to handle; leave out anything sharp, heavy, glass, electrical, with old batteries, or with peeling or flaking paint. Handle over a table with two hands. Wash hands afterwards.

- No real phones or tablets are passed round; use pictures.

Teacher notes

- "When grown-ups were small" is different for every adult. If your community's grown-ups did not use wall phones or cassette players, swap in objects they did use and say so.
- Do not ask children what phones, keys or music players their family has at home.

Lesson 4: Museum detectives

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children name different kinds of sources, find who made an object, where and roughly when from a museum label read aloud, and ask questions about it.

Length: about 40 minutes.

Materials

- Four large source cards with pictures: **an object** (a hand holding a key), **a picture** (a framed photo), **a written label** (a museum label card), **a person remembering** (an older person with a thought bubble).
- Per pair: 3 made-up museum label cards, each with a picture of the object and a label the adult reads aloud:
  - "School slate. Made by the Little Hill slate works, in Little Hill, about 100 years ago."
  - "Candlestick telephone. Made in a telephone factory in a big city, about 100 years ago."
  - "Cassette player. Made in a factory far away, about 40 years ago."
- A "question words" card with a picture for each word: who (a face), what (an object), where (a map pin), when (a clock), why (a thinking face), how (cogs).
- For the closing check: a spinning-top label card ("Wooden spinning top. Made by a toymaker in Little Hill, about 100 years ago.").
- A large sheet of paper and a marker for the class questions (kept for lesson 5).
- Blank cards and pencils for the extension.

Steps

✎ Opening (5 min)

"In lesson 2 we looked at pictures. In lesson 3 we looked at objects. How else can we find out about long ago?" Collect ideas, then show the four source cards and name them: "These are all **sources**. A source is something that tells us about the past."

✎ Main activity (25 min)

1. **What can a source tell us? (6 min).** Hold up the slate label card. Read the label aloud slowly. Ask: "**Who** made it?" (The Little Hill slate works.) "**Where**?" (In Little Hill.) "**When**?" (About 100 years ago.) Point to the who, where and when pictures on the question words card as you ask.
2. **Pairs read labels with an adult (10 min).** Adults move between pairs and read the other two labels aloud as many times as needed. Pairs point to the who, where and when pictures and answer each one. Answers: candlestick telephone: a telephone factory; a big city; about 100 years ago. Cassette player: a factory; far away; about 40 years ago.

3. **What can't it tell us? (4 min).** "Does the slate label tell us the name of a child who used it?" (No.) "Does it tell us if they liked school?" (No.) Say: "A source tells us some things. Other things we can only wonder about, so we ask questions."
4. **Ask a question (5 min).** Each pair picks one object and makes one question using a question word: "Who used this slate?", "How did the candlestick phone work?", "Why did people stop using cassettes?" Write (or scribe) the questions on a big sheet for lesson 5.

✓ Discussion questions (5 min, with answers)

1. "Name two kinds of source." (Any two: an object, a picture or photo, a written label or writing, a person remembering.)
2. "Which label told us about something from the longest time ago?" (The slate and the candlestick telephone, both about 100 years ago.)
3. "Could a person remember the cassette player?" (Yes, some grown-ups used one when they were small. A person remembering is a source too.)

✓ Closing check (5 min, with answers)

Read the spinning-top label to individual children. Ask: "Who made it?" (A toymaker.) "Where?" (In Little Hill.) "About how long ago?" (About 100 years ago.) "What question would you like to ask about it?" (Any question about the top.) Note who finds each answer and who asks a question.

Vocabulary

source, label, museum, who, what, where, when, why, how, question

Differentiation

- **Support:** use one label card with the adult, answering only who and where, with the question-word pictures to point at.
- **Extension:** make a museum label for an object in the classroom on a blank card: what it is, who made it (or "we don't know"), where, and about when, with the adult's help.
- **Early finishers:** think of a second question for a different object.

Access

- Every label is read aloud by an adult; no child needs to read.
- Low vision: large label cards with bold pictures, described aloud.
- Children can answer by speaking, signing, pointing to a question-word picture, or choosing a card.

⚠ Safety

- No special safety needs in this lesson.

Teacher notes

- The labels are made up for this unit; Little Hill and its slate works are fictional. If you visit a real museum or use a loan box, use the real labels and check them first.
- Keep the class question sheet for lesson 5.

Lesson 5: Our Little Hill timeline

Unit overview - Previous: Lesson 4

Goal: Children use a person's memories as a source, build a class timeline of the made-up town of Little Hill, and show what they know.

Length: about 40 minutes, plus about 4 minutes per child for the one-to-one check during the week.

Materials

- The three time-band cards from lesson 3, on a long paper strip on the floor or the wall (long ago, when grown-ups were small, now).
- One set of the 12 object cards from lesson 3.
- 6 Little Hill picture cards: a horse and cart, a gas street lamp (long ago); a box-shaped television, a red telephone box on the street (when grown-ups were small); an electric bus charging, a street light with a small solar panel (now).
- The class question sheet from lesson 4.
- Either an agreed visitor (see Families, feelings and privacy in the unit overview) or the **Mrs Okafor memory card** (below), read by the adult.
- Blu-tack or masking tape for the strip.
- A sticky note and pen (for "Mrs Okafor was six", or the visitor's name).
- The clue cards from lesson 3, for the support group.
- The stove and hand bell detail cards from lesson 2 (for Access).
- The cards needed for the one-to-one check (see Assessment in the unit overview).

The Mrs Okafor memory card (made up)

Read this aloud as a person's memory. Mrs Okafor is a made-up older person.

> "When I was six, about 70 years ago, I went to Little Hill School. Our classroom had a big stove, and on cold days we sat close to it. The teacher rang a hand bell to call us in from the yard. We played skipping and hopscotch. There was one telephone for our whole street, in a red telephone box, and you needed coins to use it. On Saturdays my grandad wound up his gramophone and we danced in the kitchen."

Answers for likely questions: games (skipping, hopscotch, marbles); food at school (soup and bread); television (not at home when she was six; one came later); how she got to school (she walked with her big brother); slates (yes, we wrote on slates with chalk and wiped them with a cloth); a candlestick telephone (not one I used; my grandad said the post office had one when he was small); a cassette player (they came later, when I was grown up). If a question has no answer here, say "Mrs Okafor's card doesn't tell us; who could we ask?"

Steps

✎ Opening (5 min)

Read the class questions from lesson 4. Say: "Today we have a new source: a **person remembering**. We can ask questions and listen."

✎ Main activity (25 min)

1. **Listen to a memory (8 min).** The visitor talks for about 3 minutes, or the adult reads the Mrs Okafor card. Children ask 3-4 questions from the sheet or new ones. With the card, the adult answers from the answers given; if the card does not say, the adult answers "Mrs Okafor's card doesn't tell us. That is something we could wonder about."
2. **Build the Little Hill timeline (12 min).** Hand out the 12 object cards and 6 Little Hill cards, one or two per child or pair. Each child places a card on the strip and gives a clue: "The gas lamp goes in long ago, because it has a flame and no wires." Everyone checks with a thumbs up or asks "why?". Add a sticky note "Mrs Okafor was six" (or the visitor's name) between long ago and when grown-ups were small.
3. **Walk the timeline (5 min).** Children walk along the strip from long ago to now and say one thing that changed and one that stayed the same (for example children still play outside; people still call each other, but on different phones).

✓ Discussion questions (5 min, with answers)

1. "Mrs Okafor remembered a telephone box. Where did that go on our timeline?" (When grown-ups were small, or between that and long ago; accept either with a reason.)
2. "What can a person remembering tell us that an object can't?" (How they felt, what they did, games they played, who they were with.)
3. "What did we learn that stayed the same in Little Hill?" (Children go to school, play, listen to music, phone people; accept others with a reason.)

✓ Closing check (5 min, with answers)

Ask individual children: "Point to long ago on our timeline. Point to now." (The left end and the right end.) "Tell me one kind of source we used this week." (An object, a picture, a label, a person remembering.) Note answers; the full one-to-one check (see the unit overview) is done during the week.

Vocabulary

memory, remember, source, timeline, long ago, now, changed, stayed the same

Differentiation

- **Support:** place one card with an adult, using the clue cards from lesson 3; walk the timeline holding a partner's hand or the adult's hand if wanted.

- **Extension:** add a card for the future at the far end of the timeline and explain it.
- **Early finishers:** find two cards on the timeline that do the same job (for example the gramophone and the smart speaker).

Access

- Children who cannot reach the strip hand their card to a partner or adult and say or point where it goes; a wall strip at sitting height works for wheelchair users.
- Blind and low-vision children place the key family by touch, and walk the timeline with an adult describing each card.
- Deaf children: the visitor or reader faces the class and holds up the matching picture card (stove, bell, telephone box, gramophone) while speaking; use the school's interpreter or signs where the child uses sign language.
- Children can answer by speaking, signing, pointing or choosing a card.

⚠ Safety

- Floor strip: keep it along a wall so nobody trips; children walk, not run, along it.

Teacher notes

- A visitor shares only what they choose. Agree the topic (their school days) beforehand. Children do not have to ask a question.
- Do not ask children about their own family's past. If a child tells you something from home, thank them and carry on.
- Leave the timeline up for term 3, when the class makes a map of Little Hill.

Grade 1 Society: Maps with a Key, and Land and Water on a Globe (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by two other agents (GLM-5.3 Flash, Gemini 4 Argon); see Known gaps.

Back to the society progression | Grade 1 year plan - Term 3

Big idea

A map shows a place as if we were looking down on it from above. Maps use small pictures called **symbols**, and a **key** tells us what each symbol means, so anyone can read the map. We can use a map and its key to find things and to say where they are, and we can make our own map of a place we know. A **globe** is a round model of the whole Earth; it shows land and water, and there is much more water than land.

This is the third society unit of grade 1 (term 3). It builds on the kindergarten unit Near and far, our school walk and a picture map (a map is a picture from above; near, far, next to, in front of, behind) and uses the made-up town of Little Hill from grade 1 term 1 and term 2. Grade 1 adds symbols and a key, finding things with the key, making a map with a key, and a first look at a globe.

Outcomes

By the end of the unit most children can:

1. Match three classroom objects to their pictures "from above" and say that a map shows a place from above.
2. Use the key of the Little Hill map to say what three symbols stand for, and find one of each on the map.
3. Say where something is on the map with **next to**, **near**, **between** and **across the river** (not left and right).
4. With a group, make a simple map of a corner of the classroom with a key of at least three symbols.
5. Point to land and to water on a globe, and say one way a globe is different from a flat map.

Prior knowledge

- Kindergarten society term 3: a map is a picture from above; near, far, next to, in front of, behind; a picture map of the school.
- Grade 1 society terms 1 and 2: the made-up town of Little Hill; working in pairs and groups.
- Grade 1 mathematics: counting to 20 (counting symbols on the map) and flat shapes (drawing outlines from above).
- No reading is needed. The key uses pictures; the words in the key are for the adult.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week.

Lesson	Title	Main activity
1	Looking down from above	Look down on objects on a tray, draw their outlines, match "side" and "from above" pictures
2	Symbols and a key	Meet the Little Hill map; match symbols to the key; invent a symbol
3	Using the key to find things	Count symbols; follow position clues to place toys on the map
4	Making a map with a key	Groups make a map of a classroom corner with a key; a partner group reads it
5	Land and water on a globe	Explore a globe and a flat world map; find land and water; show what you know

Materials (whole class unless noted)

- Lesson 1: per group of 4, a tray with 4 objects (a plastic cup, a small box, a ball, a wooden block); per child, a sheet of paper with a large square drawn on it (the "tray") and a pencil; per pair, 8 matching cards (4 "from the side" and 4 "from above" pictures of a cup, a chair, a table and a toy car); per child, a 3-card "from above" set (cup, box, ball) for the closing check; for tactile access, the real objects and felt or card cut-outs of their outlines.
- Lesson 2: a large Little Hill map (A1 or bigger; how to draw it is in lesson 2) with a key of 6 symbols; per pair, a small copy of the map and a set of 6 loose symbol cards; blank cards and pencils for inventing a symbol; a raised-symbol version of the map and key (see Access); the tray drawings from lesson 1.
- Lesson 3: the large Little Hill map and the pair copies from lesson 2; per pair, 4 small toys or counters with pictures (a cat, a kite, a ball, a duck); 4 large clue cards (read by the adult; listed in lesson 3); the playground symbols from lesson 2 and sticky tack; a large toy or picture of a bear for the closing check; the 4 toys as real small objects for the raised-symbol map.
- Lesson 4: per group of 4, a large sheet of paper with the outline of the chosen classroom corner drawn by the adult (door, wall and window marked); pre-cut paper shapes for furniture (rectangles and circles; adult-cut); glue sticks; crayons; a blank key strip with 4 boxes; per group, 4 job cards with pictures (shape placer, symbol drawer, key maker, checker); per group, one small toy for hiding and a star sticker (for the closing check); sticky or foam shapes and card for tactile maps; the tray drawings from lesson 1.
- Lesson 5: a globe on a stand (a raised-relief globe if the school has one); a flat world map; the large Little Hill map and the group maps from lesson 4; an inflatable globe ball; a class tally chart with a wave picture (water) and a hill picture (land); per child, a wave card and a hill card; for the one-to-one check, a cup, a box, a ball, the 3-card "from above" set from lesson 1 and a pair copy of the Little Hill map (for blind or low-vision children, the lesson 1 tactile outline cut-outs and the lesson 2 raised-symbol map and key instead).
- For tactile or low-vision access: large, bold-outline cards described aloud; raised symbols (felt, foam or glued string) on one copy of the Little Hill map and its key; a raised-relief globe or a globe with land areas outlined in glued string where possible.

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by speaking, signing, pointing or choosing a picture card.
- Lesson 4: the group map is evidence for outcome 4. Note which children chose a symbol, placed a shape or helped make the key; every child should have one job (see lesson 4).
- End-of-unit one-to-one check (about 4 minutes per child; plan extra small-group time in the week, as 40 minutes is not enough for a whole class). Materials: a cup, a box and a ball and the 3-card "from above" set; a pair copy of the Little Hill map with its key; the globe; the flat world map. For blind or low-vision children, use the tactile outline cut-outs from lesson 1 and the raised-symbol map and key from lesson 2. Answer guide:
    1. "Which picture shows the cup from above? The box? The ball?" (Cup: a circle (a ring); box: a rectangle or square; ball: a circle.) "What does a map show?" (A place seen from above; any answer about looking down counts.)
    2. "Point to this symbol in the key. What does it mean? Find one on the map." Do this for three symbols (for example tree, house, school). (Each symbol's meaning is in the key; any matching symbol on the map counts.)
    3. "Where is the pond? Use a place word." (For example next to the trees, near a house, across the river from the school.) Accept any true position word; "left" or "right" is fine if the child says whose left ("on my left").
    4. Outcome 4 is assessed from the group map in lesson 4, not in this check.
    5. Globe. "Show me some water. Show me some land." (Any water or land area.) "How is the globe different from this flat map?" (It is round; you can turn it; it is a ball like the Earth; the flat map shows the whole world at once.)
- There is no validated pass mark. The check covers the main ideas, not every skill in the unit.

⚠ Safety (read before lesson 1)

- Trays and objects: plastic or wooden objects only (no glass or china). Small objects stay on tables and out of mouths.
- Scissors: the adult cuts the furniture shapes in advance; children only glue and draw.
- Globe: an adult carries it and puts it on a table. Children turn it gently with one hand while it stays on its stand; nobody spins it fast.
- The inflatable globe in lesson 5 is passed hand to hand in a circle, not thrown or kicked.

Families, feelings and privacy

- Little Hill is a made-up town. Every map in this unit is of Little Hill or of the school. Never ask children to draw or describe their home, their street, where they live or how they get to school, and do not mark children's homes on any map.
- Children who want to say where they have been or where their family comes from can do so on the globe in lesson 5; nobody has to. Do not ask children where they or their family were born.
- Some children have moved home or country, or live in more than one home; this is another reason the unit uses a made-up town.

Access and taking part

- Every card and every symbol has a picture, so no child needs to read.
- Children may answer by speaking, signing, pointing, choosing a card or using a communication device. Give extra waiting time.
- Colour is never the only clue. Each map symbol has its own shape (see lesson 2), and water has wavy lines as well as blue colour. On the globe, tell children with colour-vision differences that water is usually the smoothest and largest part; a raised-relief globe helps everyone feel the difference.
- Low vision and blind children: large, bold-outline cards described aloud; a raised-symbol copy of the Little Hill map, explored with the adult guiding the child's hand from the key to the map; tactile maps in lesson 4 made with sticky or foam shapes.
- Children who cannot reach the large map or globe have a pair copy of the map on their table, and the globe is brought to them.
- Deaf children: face the class when giving clues; point to the symbol or place as you say each word; use the school's interpreter or signs where the child uses sign language.

Sources

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, read via an Internet Archive snapshot of the publisher's PDF (PDF page 41 for geographic representations). The unit uses these K-2 indicators, each checked word for word in that PDF:
  - D2.Geo.1.K-2 "Construct maps, graphs, and other representations of familiar places." (lessons 1 and 4)
  - D2.Geo.2.K-2 "Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them." (lessons 2 and 3)
  - D2.Geo.3.K-2 "Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places." (lessons 3 and 5)
- The same PDF (page 14) says that particulars "such as ... the difference between a map and a globe" are decisions for each state. Teaching map versus globe in grade 1 is **my choice**, not a C3 requirement.
- Ocean, Wikipedia, read on 10 November 2026, for the teacher fact in lesson 5: "Approximately 71% of Earth's surface ... is covered by ocean."
- Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.

Known gaps and cautions

- Written 10 November 2026. Text-checked by GLM-5.3 Flash the same day (C3 indicator quotes and page numbers against the PDF, the ocean figure and its classroom wording, map counts, key, job cards, materials and links): no errors reported, so no changes were needed. Also text-checked by Gemini 4 Argon the same day (all files, links, timings, counts and citations): no errors, two optional notes (tactile materials for the one-to-one check; both shops share one symbol), both added in 635565b, which Gemini 4 Argon also diff-checked the same day (see PEERCHECKS.md). Not yet checked by a teacher.
- The kindergarten map unit says grade 1 returns to a school walk and makes a route map of the local area. This unit keeps maps inside the school and the made-up town (no walk outside the school and no real streets), to protect privacy and to keep the focus on symbols and keys. Schools that already do local walks safely can add one.

- Compass directions (north, south, east, west), grid references, scale and continent and ocean names are left for later grades (see the progression). The globe lesson names only "land" and "water"; children may name places they know, but no names are taught or assessed.
- Left and right depend on where you stand, so the unit uses next to, near, between and across for map positions. Children who use left and right are asked "whose left?"; this is a choice, not taken from a source.
- "Blue for water" is true of most globes and maps but not all; check yours (lesson 5).
- The "land or water?" game in lesson 5 is a game, not a measurement; where a hand lands is not truly random. The fact that there is more water than land comes from the source above, not from the game.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- The order of lessons, the activities, the Little Hill map layout, the symbols and the timings are my choice, not taken from a source.

Lesson 1: Looking down from above

Unit overview - Next: Lesson 2

Goal: Children see that things look different from above and from the side, draw objects "from above", and say that a map shows a place from above.

Length: about 40 minutes.

Materials

- Per group of 4: a tray with 4 objects: a plastic cup, a small box, a ball and a wooden block.
- Per child: a sheet of paper with a large square drawn on it (the "tray") and a pencil.
- Per pair: 8 matching cards: 4 "from the side" pictures (a cup, a chair, a table, a toy car) and 4 "from above" pictures of the same things.
- Per child: a 3-card "from above" set (cup, box, ball) for the closing check.
- For tactile access: the real cup, box and ball, and felt or card cut-outs of their outlines from above (a ring, a rectangle, a circle).
- The kindergarten classroom picture map, if the school still has it (optional, for the opening).

Steps

✎ Opening (5 min)

Hold a plastic cup at children's eye level. "What shape do you see?" (Sides and a rim, a bit like a rectangle.) Now hold it low so children look down into it. "What shape now?" (A circle, a ring.) Say: "The same cup looks different when we look at it **from the side** and **from above**. A bird flying over us sees everything from above. A **map** is a picture of a place from above." If you have the kindergarten picture map, show it: "You made a map like this in kindergarten."

✎ Main activity (25 min)

1. **Look down on the tray (10 min).** Each group stands round its tray and looks straight down. "Which objects look like a circle from above? Which look like a square or a rectangle?" (Cup: a circle or ring; ball: a circle; box and block: rectangles or squares, depending on the shapes.) Children may move the objects first and then look again.
2. **Draw the tray from above (10 min).** Each child draws the outline of each object, from above, inside the square on their paper, in the place where it sits on the tray. "Draw only what you see from above: the outline." Walk round and ask: "Where is the ball on your drawing? Is it next to the cup on the tray too?" Say: "Your drawing is a map of the tray."
3. **Side or above? (5 min).** Pairs match each "from the side" card with its "from above" card (cup with a circle, chair with a square seat and four small corners, table with a big rectangle, toy car with a long rectangle with wheels peeping out).

✓ Discussion questions (5 min, with answers)

1. "Why does a ball look like a circle from the side and from above?" (It is round all over; it is the same shape from every side.)
2. "Why does a map show places from above?" (So we can see where everything is at once; from the side, tall things hide things behind them.)
3. "Look at your tray drawing. If someone moved the ball, would your map still be right?" (No; the map would need to change. A map shows where things were when it was made.)

✓ Closing check (5 min, with answers)

Each child has the 3-card "from above" set. Hold up the real objects one at a time: "Show me this one from above." (Cup: the ring or circle; box: the rectangle; ball: the circle.) Accept the circle for either the cup or the ball if the child explains (the cup card has a rim inside the circle). Then ask a few children: "What does a map show?" (A place from above.) Note who matches the cards and who uses "from above".

Vocabulary

from above, from the side, outline, map

Differentiation

- **Support:** use 2 objects on the tray (ball and box); match only the cup and toy car cards.
- **Extension:** draw the whole group table from above, with the tray on it.
- **Early finishers:** move two objects on the tray, and ask a partner to change the drawing to match.

Access

- Blind and low-vision children explore each object with their hands, then find its outline cut-out (ring, rectangle, circle) and place it on a square of card, in the same place as the object on the tray. The adult describes each card aloud in the matching task.
- Children who cannot stand round the tray have it brought to their table and look down from their seat.
- Children can answer by speaking, signing, pointing or choosing a card.

⚠ Safety

- Plastic or wooden objects only; no glass or china.
- Children look down at the tray from where they stand; nobody climbs on a chair or table to get higher.

Teacher notes

- Keep the tray drawings for lesson 4, where children make a bigger map in the same way.
- The cup card "from above" should show a ring (a circle with a smaller circle inside) so it is different from the ball.

Lesson 2: Symbols and a key

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children learn that maps use small pictures called symbols, and that a key tells us what each symbol means.

Length: about 40 minutes.

Materials

- A large Little Hill map (A1 or bigger) with its key (how to draw it is in the teacher notes).
- Per pair: a small copy of the map with its key, and a set of 6 loose symbol cards (house, tree, shop, school, water, bridge).
- Blank cards and pencils for inventing a symbol.
- A raised-symbol copy of the map and key (felt, foam or glued string).
- The tray drawings from lesson 1.

Steps

✎ Opening (5 min)

Hold up one child's tray drawing from lesson 1 (with permission) and a real cup. "On this map the cup is a small circle. We did not draw the whole cup; we drew a small picture that stands for it." Say: "A small picture that stands for something on a map is a **symbol**."

✎ Main activity (25 min)

1. **Meet Little Hill from above (8 min).** Show the large map. "This is Little Hill, the made-up town we know, seen from above, like a bird flying over it." Point to the river: "What do you think these wavy lines are?" Let children guess, then say: "Some of you guessed. How can we be sure?" Show the **key** in the corner: "The key tells us what each symbol means." Go through the six symbols one at a time, pointing to the key and then to one on the map.
2. **Match the key (10 min).** Pairs take the 6 loose symbol cards and lay each one on the matching symbol in their map's key, saying what it means ("This one is a tree"). Then they find one of each on the map and put a finger on it. Walk round: "How did you know that is a school?" (It has the same symbol as the school in the key: a building with a flag.)
3. **Invent a symbol (7 min).** "Little Hill is building a playground. It needs a symbol." Each pair draws a simple symbol for a playground on a blank card (for example a slide or a swing). Share two or three. Ask: "What else would the map need, so people know what our symbol means?" (We would need to add it to the key.)

✓ Discussion questions (5 min, with answers)

1. "Why do maps use symbols and not big pictures?" (Big pictures would not fit; small symbols keep the map clear; you can draw many.)
2. "Why does a map need a key?" (So everyone knows what the symbols mean; without it people have to guess.)
3. "The water is blue on our map. How else can we tell it is water?" (The wavy lines; the key shows the wavy-line symbol means water.)

✓ Closing check (5 min, with answers)

Point to a symbol in the key on the large map (or hand a child a loose symbol card): "What does this symbol mean? Can you find one on the map?" Ask several children, using different symbols. (Each answer is in the key: house, tree, shop, school, water, bridge.) Note who uses the key to work it out, and who finds a matching symbol on the map.

Vocabulary

symbol, key, map, from above

Differentiation

- **Support:** start with 3 symbols (house, tree, water); add the others when the child is ready.
- **Extension:** invent a symbol for one more thing (for example a bus stop) and draw a key box for it.
- **Early finishers:** count how many tree symbols are on the map (6) and how many house symbols (4).

Access

- Blind and low-vision children use the raised-symbol copy: the adult guides the child's hand to each raised symbol in the key, then helps the child find the same shape on the map.
- Each symbol has its own shape, so colour is never the only clue: house (a square with a triangle roof), tree (a circle on a short stick), shop (a square with a striped awning), school (a building with a flag), water (wavy lines; blue as well), bridge (two parallel lines across the river).
- Children can answer by speaking, signing, pointing or choosing a symbol card.

⚠ Safety

- No special risks. Raised symbols must be stuck down firmly so small pieces do not come off.

Teacher notes

- **How to draw the Little Hill map** (this layout is my choice; keep it the same for lessons 2, 3 and 5):
  - A river runs across the middle of the map, from one side edge to the other, with one bridge in the middle.
  - On the **school side** of the river: the school just next to the bridge; 2 houses at one end; a park with 3 trees at the other end.
  - On the **pond side** of the river: a pond at one end with 3 trees next to it; 2 shops (a bakery and a toy shop) just next to the bridge; 2 houses at the other end.
  - Totals: 4 houses, 6 trees, 2 shops, 1 school, 1 bridge, water for the river and the pond.
  - The key, in a box in one corner, shows the six symbols, each with a word for the adult: house, tree, shop, school, water, bridge.
- Do not add children's homes, real street names or real places to the map.
- Keep the playground symbols for lesson 3.

Lesson 3: Using the key to find things

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children use the key to find and count things on a map, and say where things are with next to, near, between and across the river.

Length: about 40 minutes.

Materials

- The large Little Hill map with its key, and the pair copies from lesson 2.
- Per pair: 4 small toys or picture counters: a cat, a kite, a ball and a duck.
- 4 large clue cards, each with a picture of the toy and the clue (read by the adult; the clues are in step 2).
- The playground symbols the pairs drew in lesson 2, and sticky tack.
- A large toy or picture of a bear for the closing check.
- The raised-symbol copy of the map from lesson 2, with the 4 toys as real small objects for touch.

Steps

✎ Opening (5 min)

Point to the key on the large map. "Who can remember what the key is for?" (It tells us what the symbols mean.) "Today we will use the key to find things in Little Hill." Recap the place words from kindergarten: next to, near, far. Add two new ones with the map: **between** ("the bridge is between the school and the shops") and **across the river** ("the pond is across the river from the park").

✎ Main activity (25 min)

1. **Count with the key (7 min).** Pairs use their copy of the map. "Find the house symbol in the key. How many houses are in Little Hill?" (4.) "How many trees?" (6.) "How many shops?" (2.) Pairs touch each symbol as they count. Check together on the large map.
2. **Clue hunt (12 min).** Read one clue card at a time and show its picture. Pairs put the toy on their map where the clue says:
   - "The cat is next to the pond." (Anywhere beside the pond.)
   - "The kite is in the park, between two trees." (In the park, between any two of its 3 trees.)
   - "The ball is across the river from the school, next to a shop." (On the pond side of the river, beside the bakery or the toy shop.)
   - "The duck is on the water, but not on the river." (On the pond.) After each clue, one pair shows where they put the toy on the large map and says why.
3. **Whose left? (6 min).** Ask a child sitting opposite you to stand on the other side of the large map. Point to the pond: "Is the pond on the left or the right?" Children on each side give different answers. "We are both right! Left and right change when you turn round. **Next to** the pond does not change." Turn the pair maps round and check: the

cat is still next to the pond. Say: "On a map, we use next to, near, between and across. If you say left or right, say whose left."

✓ Discussion questions (5 min, with answers)

1. "How did the key help you find the shops?" (We looked at the shop symbol in the key and found the same symbol on the map.)
2. "What do you cross to go from the school to the bakery?" (The river, by the bridge.) Both shops use the same shop symbol, so point to the bakery first, or accept either shop.
3. "Why is 'next to the pond' a better clue than 'on the left'?" (Left changes when you turn round or stand on the other side; next to stays the same.)

✓ Closing check (5 min, with answers)

Put the large bear next to the bakery on the large map (or tell a blind child, guiding their hand). Ask individual children: "Where is the bear? Use a place word." (For example: next to the bakery or a shop; near the bridge; across the river from the school. Both shops share one symbol, so "next to a shop" is a full answer.) Then: "Find me a tree, using the key." (Any tree symbol.) Note who uses a true position word and who uses the key.

Vocabulary

key, symbol, next to, near, between, across the river

Differentiation

- **Support:** use only the cat and duck clues; give the sentence frame "The ... is next to the ...".
- **Extension:** pairs choose a place for their playground symbol, stick it on their map, and give another pair a clue to find it ("The playground is between the ... and the ..."). Add the playground symbol to the key.
- **Early finishers:** write or say their own clue for a toy and give it to a partner.

Access

- Blind and low-vision children use the raised-symbol map and the small real objects; the adult reads each clue and guides the child's hand from the key symbol to the map.
- Deaf children: show the clue card picture and point to each place on the large map as you say the clue; use signs for the place words if the child uses sign language.
- Children who cannot move to the large map show their answer on their pair copy.
- Children can answer by speaking, signing, pointing or placing a toy.

⚠ Safety

- Small toys and counters stay on tables and out of mouths.

Teacher notes

- Accept any place that matches a clue; several places are right for most clues (any spot beside the pond, any two trees in the park).
- "Across the river from" only works when the river is between the two places; check children's answers against the map.
- Leave the Little Hill map up for lesson 5.

Lesson 4: Making a map with a key

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: In groups, children make a map of a corner of the classroom from above, with symbols and a key, and another group uses it to find something.

Length: about 40 minutes.

Materials

- Per group of 4: a large sheet of paper with the outline of the chosen classroom corner drawn by the adult (walls as lines, with the door and window marked).
- Pre-cut paper shapes for furniture: rectangles (tables, shelves, rug) and circles (stools, plant pot). Adult-cut.
- Glue sticks and crayons.
- Per group: a blank key strip with 4 boxes.
- Per group: one small toy for hiding, and a star sticker.
- Per group: 4 job cards with a picture (shape placer, symbol drawer, key maker, checker).
- Sticky or foam shapes and a piece of card for a tactile map.
- The tray drawings from lesson 1.

Steps

✎ Opening (5 min)

Show a tray drawing from lesson 1. "You made a map of a tray. Today each group makes a map of a real place: our [reading corner]." Stand at the edge of the corner and point: "If a bird looked down from the ceiling, what would it see?" (The tops of the tables, the rug, the shelves.) Show one group's outline sheet and point out the walls, the door and the window.

✎ Main activity (25 min)

1. **Jobs (2 min).** Each child in the group takes a job card. **Shape placer:** chooses and places the furniture shapes. **Symbol drawer:** draws a symbol on each shape (for example a book on the shelf). **Key maker:** draws the same symbols in the key strip. **Checker:** looks at the real corner and says if each shape is in the right place. Everyone helps glue.
2. **Place the shapes (8 min).** Groups look at the real corner and lay the shapes on their sheet in the right places before gluing. Ask: "What is next to the shelf in the real corner? Is it next to the shelf on your map too?"
3. **Symbols and key (8 min).** Groups choose a symbol for at least 3 things (for example shelf, rug, table) and draw each one on the map and in the key. "Could another group read your map without asking you?"
4. **Hide and mark (7 min).** While each group watches, the adult puts the group's toy somewhere in the corner. The group sticks the star sticker on its map in the same place

and adds a star to the key: "star = toy". Then the adult moves the toy away again, and groups swap maps.

✓ Discussion questions (5 min, with answers)

1. "How did you decide where the rug goes on the map?" (We looked at the real corner; we checked what it was next to.)
2. "Why does your map need a key?" (So the other group knows what our symbols mean.)
3. "Two groups made maps of the same corner. Why do they look different?" (Different symbols, colours and drawing; they can both be right if things are in the right places.)

✓ Closing check (5 min, with answers)

Each group has another group's map. The adult puts that group's toy back in the place its star shows. One child from the receiving group uses the map to walk to (or point to) the place in the real corner and says how they knew. (For example: "The star is next to the book symbol, and the key says the book symbol is the shelf, so the toy is next to the shelf.") Note which groups' maps let another group find the toy, and which children explain using the key or a place word.

Vocabulary

map, symbol, key, from above, next to

Differentiation

- **Support:** the adult draws the outline with the biggest furniture already in place; the group adds 2 symbols and a 2-box key.
- **Extension:** add the door and window to the key, or add a symbol for a plant or the teacher's chair.
- **Early finishers:** check the map against the real corner and fix one thing.

Access

- A tactile map: the group (or a child with a visual impairment and an adult) places sticky or foam shapes on card, each a different shape or texture, and the key uses the same shapes. In the closing check, the adult guides the child's hand from the star to the nearby shapes and then walks with the child to the place.
- Children who use a wheelchair or cannot walk round the corner do the checker or key maker job, and point to the place in the closing check.
- Any job can be shared. A child who prefers not to draw can place shapes or check.
- Children can answer by speaking, signing, pointing or showing the place.

⚠ Safety

- The adult cuts the shapes in advance; no scissors for children in this lesson.

- Choose a corner with a clear floor; children walk, and stay out of the corner while the adult hides the toy.

Teacher notes

- Choose a corner with 4 to 6 big objects (for example the reading corner: rug, shelf, floor cushion, table). All groups can map the same corner.
- Do not hide the toy anywhere high, inside a cupboard or near the door.
- Keep the group maps for assessment of outcome 4 and display them next to the Little Hill map in lesson 5.

Lesson 5: Land and water on a globe

Unit overview - Previous: Lesson 4

Goal: Children learn that a globe is a round model of the whole Earth, find land and water on a globe and a flat map, and show what they know about maps.

Length: about 40 minutes.

Materials

- A globe on a stand (a raised-relief globe if the school has one).
- A flat world map.
- The large Little Hill map and the group maps from lesson 4.
- An inflatable globe ball (a soft "beach ball" globe).
- A class tally chart on the board with two columns: a wave picture (water) and a hill picture (land).
- Per child: a wave card and a hill card for the closing check.
- For the one-to-one check (later in the week; see the unit overview): a cup, a box and a ball and the 3-card "from above" set from lesson 1; a pair copy of the Little Hill map with its key. For blind or low-vision children: the tactile outline cut-outs from lesson 1 and the raised-symbol map and key from lesson 2.

Steps

✎ Opening (5 min)

Point to the Little Hill map and the group maps. "These maps show small places: a town, a corner of our classroom. What if we wanted to show the **whole Earth**, where everybody lives?" Bring out the globe. "This is a **globe**. It is a model of the Earth. The Earth is round like a ball, so the globe is round too." Let children say what they notice.

✎ Main activity (25 min)

1. **Land and water (8 min).** Turn the globe slowly. "On this globe, blue means **water**: seas and oceans. The other colours mean **land**." (Check your own globe's key first; most globes use blue for water, but not all.) Children come up in small groups and touch one water place and one land place, saying "water" or "land". On a raised-relief globe, let them feel that the land is often a little raised and the water is smooth.
2. **Globe and flat map (7 min).** Hold up the flat world map next to the globe. "This map shows the whole world too, but it is flat." Find one big blue area on the globe, then the same area on the flat map. Ask: "What is different?" (The globe is round and you turn it to see the other side; the flat map shows everything at once; you can fold or hang the flat map.) "What is the same?" (Both show land and water; both have blue for water.)
3. **Land or water? (10 min).** Children sit in a circle. Pass the inflatable globe hand to hand (not thrown). When the adult says "stop", the child holding it looks where their right hand is touching (or any hand, or the adult checks for them) and says "water" or "land". The adult marks the tally chart. After about 20 turns, count the two columns

together. Say: "This is a game, not a real measurement. But people who have measured the whole Earth found that there is much **more water than land**: about 7 parts out of every 10 parts of the Earth's outside are ocean." Compare with the class tally: "Did our game show more water too?" (Usually yes; if not, that is fine; the game is a guess, the measurement is the fact.)

✓ Discussion questions (5 min, with answers)

1. "What is a globe?" (A round model of the whole Earth.)
2. "How is a globe different from a flat map?" (It is round; you turn it; it shows the Earth's real shape; a flat map shows everything at once.)
3. "Is there more land or more water on Earth?" (More water.)
4. "How are the Little Hill map and the globe the same?" (Both are pictures of places from above; both use colours or symbols that mean something.)

✓ Closing check (5 min, with answers)

Each child has a wave card and a hill card. Point to places on the globe and the flat map one at a time: "Land or water?" Children hold up a card. (Blue areas: water, the wave card; other colours: land, the hill card.) Then ask a few children: "How is the globe different from the flat map?" (Round, turns, shows the real shape of the Earth.) Note who holds up the right card and who gives a difference.

Vocabulary

globe, model, Earth, land, water, ocean, flat map

Differentiation

- **Support:** at the globe, touch only one big water area and one big land area, with the adult naming them.
- **Extension:** find the biggest blue area on the globe and the same area on the flat map, and say why it looks a different shape on the flat map (the round globe is spread out flat).
- **Early finishers:** look at the group maps from lesson 4 and say what is the same as on the globe (both have a key or colours that mean something).

Access

- Blind and low-vision children: a raised-relief globe, or a globe with land areas outlined in glued string, explored with the adult; on the inflatable globe, the adult tells the child whether their hand is on land or water.
- Colour vision: point out that water is usually the largest and smoothest part, and land usually has more lines and names on it; the wave and hill cards have pictures, not only colours.
- Children who cannot hold or pass the ball can touch it as it is held next to them, or say "stop" for the class.
- Children who want to say where they have been or where their family is from can find it on the globe with an adult; nobody has to, and the teacher does not ask.

- Children can answer by speaking, signing, pointing or holding up a card.

⚠ Safety

- An adult carries the globe and puts it on a table; children turn it gently with one hand while it stays on its stand.
- The inflatable globe is passed hand to hand, not thrown or kicked.

Teacher notes

- The fact for the class comes from the Wikipedia article on the ocean (see Sources in the unit overview): "Approximately 71% of Earth's surface ... is covered by ocean." "About 7 parts out of every 10" is a rounded way to say this to young children.
- The tally game will not give exactly 7 out of 10 and may even give more land; say it is a game, and the measurement is what tells us the answer.
- Do not teach names of continents or oceans in this lesson; they come in later grades. Children may name places they know.
- Teaching the difference between a map and a globe at this age is my choice; the C3 framework leaves it to each state (see Sources).

Grade 1 Arts: Drawing from Looking: Shapes, Rubbings, Light and Dark (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check materials and objects against your school's rules and the class allergy list.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the arts progression | Grade 1 year plan - Term 1

Big idea

Artists look before they draw, and keep looking while they draw. Things we see can be broken into simple shapes, edges, textures and patches of light and dark. Noticing these helps children draw what is really there, not only what they think something looks like.

This is the first arts unit of the grade 1 year (term 1). In kindergarten children named kinds of line and drew a real object by looking (kindergarten term 1). Term 2 of grade 1 moves on to rhythm and pitch, and term 3 to a puppet story.

Outcomes

By the end of the unit a student can:

1. Find at least two simple shapes (circle, square, rectangle, triangle, oval) inside a real object and use them to start a drawing.
2. Draw the outside edge (outline) of a real object while looking at it more than at the paper.
3. Make a rubbing of a textured surface and match at least two rubbings to the surfaces that made them, using a texture word (bumpy, smooth, rough, stripy, wavy).
4. Make light marks and dark marks on purpose (by pressing gently or harder, or by putting lines further apart or closer together), and point to the lighter side and the darker side of an object lit from one side.
5. Say one thing they like about a classmate's drawing and why ("I like... because...").

Prior knowledge

- From kindergarten arts: names of kinds of line (straight, wavy, zigzag); colour names; drawing one real object by looking.
- From kindergarten maths: naming circles, squares, triangles and rectangles (the term 1 quick check covers children who missed this).
- Some children still find a pencil hard to control; chunky pencils, thick crayons and big paper help, and the unit always offers another way to show what they noticed.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week. Lesson 3 may use a short walk around the classroom or school grounds with adults.

Lesson	Title	Main activity
1	Shapes hiding in things	Find shapes inside real objects, then draw an object starting with its shapes
2	Following the edge	Trace an object's edge with a finger, then draw its outline while looking at it
3	Rubbings and textures	Make crayon rubbings of textured surfaces and play a match-the-rubbing game
4	Light and dark	Make a light-to-dark strip, see the lit side and shadow side of a ball, and shade a drawing
5	My looking drawing	Draw one object using shapes, edges, texture and light and dark; share in a class gallery

Materials (whole class unless noted)

- Lesson 1: per table, a "looking tray" with 4 everyday objects that are safe to handle (for example a plastic mug, a toy car, a wooden block, an apple or plastic apple, a cardboard tube, a small box); per child, a set of 5 shape cards (circle, square, rectangle, triangle, oval) each with its shape drawn in a thick black outline; plain paper (A4 or larger), chunky pencils and crayons; a large picture of a house made only of shapes for the opening; a board or large paper for modelling; the closing-check object (an alarm clock or a picture of one).
- Lesson 2: per child, one natural or everyday object with an interesting edge (a leaf, a shell with no sharp broken edge, a large key, a pine cone, a peg); a card "window" viewfinder (a piece of card with a hole about 5 cm square); plain paper; chunky pencils or thick black felt pens; a large leaf or a picture of one for the opening; the two closing-check drawings (a quick outline of a mug and a scribble that does not follow an edge).
- Lesson 3: per child, thin paper (copy paper or newsprint) and a peeled wax crayon (paper wrapper taken off) or a chunky crayon used on its side; masking tape to hold paper still; a set of textured things to rub (for example corrugated card, a leaf, a plastic mesh or sieve, a bumpy shoe sole, a doormat, a tree bark or brick wall outdoors, a woven placemat, bubble wrap); per pair, a match-the-rubbing set (4 rubbings made in advance and the 4 objects that made them); a large card of texture words (bumpy, smooth, rough, stripy, wavy) with a small picture for each; the closing-check pair (a rubbing of corrugated card, plus the corrugated card and a smooth plastic lid).
- Lesson 4: per child, a strip of paper with 4 boxes and a soft pencil (2B or 4B if you have them, or an ordinary pencil); plain paper; a ball or an orange per table (or one ball for the whole class); a torch or desk lamp; a way to dim the room (blinds down or lights off near one table); a large example strip from very light to very dark for the opening; a few 2-box strips and soft crayons for support; the lesson 1 looking trays for early finishers; the closing-check picture (a ball drawn lit from the left with its dark side on the right).
- Lesson 5: per child, plain paper (A4 or larger), chunky pencils, soft pencils and crayons; their own rubbings from lesson 3 and glue sticks (optional, to add a textured background); the looking trays from lesson 1 and the lesson 2 objects for children to choose from; a torch or desk lamp for any table that wants a clear light side; sticky notes or small cards with "I like... because..." printed on them; Blu Tack or pegs for a class gallery; for the one-to-one

check during the week: a plastic mug, the corrugated-card rubbing and a leaf rubbing with the corrugated card and the leaf, a scrap of paper and a pencil, and a ball with a torch.
- Every lesson: chunky pencils and thick crayons; pencil grips; thick black felt pens for children who see high contrast best; tape to hold paper still.
- Support and access, in the lessons that use them: card shape templates (circle, square, rectangle, triangle, oval) to draw round (lessons 1 and 5); glue sticks or wax sticks and a rubber mat or newspaper stack for raised-line drawing (lessons 2, 4 and 5); soap and water or wipes after rubbing outside (lesson 3); child-safe scissors to cut rubbings (lesson 5); picture cards (a shape, an edge, a rubbing, a light/dark strip) for children who answer by pointing (lesson 5); a leaf rubbing made in advance for the lesson 3 opening; a few block crayons and a second crayon colour per child (lesson 3 support and extension).

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by speaking, signing, pointing or choosing a card.
- Lesson 5: look at the finished drawing with the child. Notice which of the four things they used (shapes, an edge drawn while looking, texture, light and dark). Drawings are not marked for "neatness" or likeness.
- **One-to-one check (about 4 minutes per child, during the week of lesson 5):**
    1. Show a plastic mug. "What shapes can you see in the mug?" (Any two reasonable shapes, for example a circle or oval at the top, a rectangle for the side, a curved shape or a "C" for the handle.)
    2. Show the corrugated-card rubbing and the leaf rubbing, with the corrugated card and the leaf. "Which thing made which rubbing?" (The stripes came from the corrugated card; the lines like branches came from the leaf's veins.)
    3. "Show me a light mark and a dark mark." (A gentle mark and a harder mark, or lines far apart and close together; any clear difference counts.)
    4. Shine a torch on a ball from one side. "Point to the darker side." (The side away from the torch.)
    5. "When you draw something real, where do your eyes go?" (Mostly at the thing, with quick looks at the paper; any answer that includes looking at the object counts.)
- Record each item as "yes / with help / not yet". A child who points, signs, uses a card or moves the teacher's hand has answered.

⚠ Safety (read before lesson 1)

- Objects: nothing sharp, glass, or small enough to swallow for children who still mouth objects; check shells and pine cones for sharp bits.
- Food: if real fruit is used, check the class allergy list; plastic fruit is fine. Children do not eat the objects.
- Torches and lamps: shine at the object, never into anyone's eyes. Use an ordinary torch or desk lamp only; no lasers. Keep lamp cables tidy and let an adult move lamps (they can get warm).
- Rubbings outside: stay with an adult, only rub surfaces at a safe height, avoid anything hot, sharp, dirty or with insects, and wash hands after.
- Pencils: carry them point down and keep them away from faces.

Access and taking part

- **Low vision:** high-contrast objects on a plain dark or light cloth; thick black felt pens; bigger paper; let children touch and hold the object as long as they want. Rubbings are a good tactile route: children can feel the texture and then feel the wax bumps on the paper.
- **Blind children:** feel the object, then make a raised-line drawing (on paper over a rubber mat, or with wax sticks or glue lines that dry raised) or build the shapes from card cut-outs. Light and dark can be explored as gentle and strong marks: pressing hard on paper over a rubber mat makes deeper grooves that can be felt.
- **Fine-motor needs:** chunky pencils, grips, fist grip is fine, taped-down paper, card shape templates to draw round, or the child tells or points and an adult or partner draws exactly what they say.
- **Non-speaking children and children who sign:** answer by pointing to cards, signing, or choosing from two options.
- **Deaf children:** show each step (demonstrate before talking), and use a visual "pencils down" signal.
- No child has to show their drawing in the gallery; showing it to the teacher only is fine. A drawing that does not "look like" the object still counts if the child can say or show what they looked at.

Sources

Read for this unit (Wikipedia, 9 November 2026):

- "Rubbing (art)" (the page for frottage): https://en.wikipedia.org/wiki/Frottage_(art) Used for: a rubbing copies the texture of a surface by putting paper over it and rubbing it with something that leaves marks, most often charcoal or pencil, but also wax, chalk and other materials. Lesson 3 uses wax crayons.
- "Contour drawing": https://en.wikipedia.org/wiki/Contour_drawing Used for: contour drawing is drawing the outline of a subject, focusing on its outlined shape rather than small details ("contour" is French for "outline"). Lesson 2 calls this "following the edge".
- "Hatching": https://en.wikipedia.org/wiki/Hatching Used for: hatching makes tone or shading with closely spaced parallel lines; lines at an angle to each other are cross-hatching. Lesson 4 uses "lines close together look darker" and does not teach the word.
- "Chiaroscuro": https://en.wikipedia.org/wiki/Chiaroscuro Used for: artists use contrasts of light and dark to give a sense of volume to three-dimensional objects. Lesson 4 uses this idea (a lit side and a shadow side) without the term.
- "Still life": https://en.wikipedia.org/wiki/Still_life Used for: a still life shows mostly everyday objects, natural (fruit, flowers, shells, rocks) or human-made (cups, books). The looking trays are small still-life set-ups.
- This repository's arts progression and the grade 1 year plan term 1 arts cell.

Known gaps and cautions

- No official arts standard was read for this unit; the content comes from the grade 1 year plan and the arts progression, which are drafts.
- The arts progression's grade 1 line lists colour mixing, printing and pattern; this year plan puts drawing from looking in term 1 instead, because mixing and printing were taught in kindergarten term 2. Rubbings in lesson 3 keep a link to pattern.
- Music, drama and dance are not in this unit; they come in grade 1 terms 2 and 3.

- "Shapes inside things" is a way to start a drawing, not the only way. Some children draw well by following the edge straight away; let them.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- Gemini 4 Argon text-checked the README and lessons 1-5 at 4e851c7 on 9 November 2026 (timings, links, counts, answer keys, the one-to-one check, safety and access routes were consistent); two lesson 4 materials notes were fixed in c2f71db, which Argon also diff-checked the same day (see PEERCHECKS.md). This is a peer check by an AI agent, not an educator review.
- The order of lessons, the activities and the timings are my choice, not taken from a source.

Lesson 1: Shapes hiding in things

Unit overview - Next: Lesson 2

Goal: Children find simple shapes inside real objects and use those shapes to start a drawing of one object.

Length: about 40 minutes.

Materials

- Per table: a "looking tray" with 4 everyday objects that are safe to handle (for example a plastic mug, a toy car, a wooden block, an apple or plastic apple, a cardboard tube, a small box).
- Per child: a set of 5 shape cards (circle, square, rectangle, triangle, oval), each shape drawn with a thick black outline.
- Plain paper (A4 or larger), chunky pencils, pencil grips and crayons; thick black felt pens; tape to hold paper still.
- Card shape templates (circle, square, rectangle, triangle, oval) to draw round, for support.
- A large picture of a house made only of shapes (a square, a triangle roof, rectangle door and windows, a circle sun) for the opening.
- A board or large sheet of paper for modelling the mug drawing.
- For the closing check: an alarm clock (or a picture of one).

Steps

✎ Opening (5 min)

Show the shape house. "What shapes can you find?" Children point to or name a square, a triangle, rectangles and a circle. "Artists have a trick: before they draw something, they look for the shapes hiding inside it."

Hold up the plastic mug. Trace its top in the air with a finger: "The top looks like a circle (or an oval when I tip it). The side looks like a rectangle." Children trace in the air with you.

✎ Main activity (25 min)

1. **Shape hunt (8 min).** At tables, children pick up each object on the looking tray, turn it round, and hold up the shape card that matches a part of it ("The block has a square." "The car wheel is a circle."). There is often more than one right answer; accept any shape a child can point to on the object.
2. **Shapes first (12 min).** Each child chooses one object from the tray and puts it in front of them. Model on the board: draw the mug as a rectangle with an oval on top and a "C" for the handle, looking at the mug between each shape. Then children draw their object, starting with the biggest shape and adding smaller shapes. Remind: "Look at the object, draw one shape, look again."

3. **Add one thing you see (5 min).** Children add one detail they can really see (a stripe, a stalk, a door on the car). They may colour if there is time.

✓ Discussion questions (5 min, with answers)

- "Which shape did you start with, and why?" (Any answer, for example "the biggest shape" or "the body of the car".)
- "Did two people find different shapes in the same object?" (Usually yes: the top of a mug is a circle from above and an oval from the side. Both are right; it depends where you look from.)
- "Is the apple really a circle?" (Not exactly; it is round with bumps and a dip at the top. The circle is a starting shape and then we change it to match what we see.)

✓ Closing check (5 min, with answers)

Hold up the alarm clock (or picture). Each child shows one shape card for a part of it, or points to the part.

- Answers: circle for the face (or oval); rectangle or square for a base; small circles for bells or feet; triangles or thin rectangles for the hands. Accept any shape the child can point to on the clock.

Vocabulary

shape, circle, square, rectangle, triangle, oval, object, look, draw

Differentiation

- Support: give card shape templates to draw round; or the child chooses shape cards and lays them on the paper to "build" the object, then draws round them.
- Extension: draw the same object from a second side (from above or from the side) and say which shapes changed.

⚠ Safety

- Objects on the trays are safe to handle: no glass, nothing sharp, nothing small enough to swallow for children who still mouth objects.
- If real fruit is used, check the class allergy list; nobody eats it.

Teacher notes

- Children often draw the "idea" of an object (a symbol) rather than what is in front of them; that is normal at this age. The shape trick is a bridge, not a test.
- Low vision or blind children can feel each object and lay shape cards (or card cut-outs) on the paper; see the README access section.

Lesson 2: Following the edge

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children draw the outline of a real object while looking at the object more than at the paper.

Length: about 40 minutes.

Materials

- Per child: one object with an interesting edge (a leaf, a shell with no sharp broken edge, a large key, a pine cone or a peg).
- Per child: a card "window" viewfinder (card with a hole about 5 cm square).
- Plain paper, chunky pencils, pencil grips and thick black felt pens; tape to hold paper still.
- A large leaf (or a picture of one) for the opening.
- Glue sticks or wax sticks and a rubber mat (or a stack of newspaper) for raised-line drawing, for children who need a tactile route.
- For the closing check: two drawings prepared in advance, one a quick outline of a mug that follows its edge and one a scribble that does not.

Steps

✎ Opening (5 min)

Hold up the large leaf. "Today we draw the edge, the line where the leaf stops and the air begins." Slowly run a finger round the edge: "Bumpy here, pointy here, a long smooth bit here." Children copy with a finger in the air while watching the leaf.

✎ Main activity (25 min)

1. **Snail fingers (5 min).** Each child takes an object. Using one finger, they move round its edge very slowly, "as slowly as a snail", saying what they feel or see ("bumpy", "pointy", "round").
2. **Snail drawing (10 min).** Children put their pencil on the paper and their eyes on the object. They move the pencil slowly round, as their eyes move round the edge. They may glance at the paper, but most of the looking is at the object. Tell them: "It will look wobbly. Wobbly is good. It means you were looking."
3. **Window drawing (10 min).** Children hold the card window over part of their object (for example the tip of the leaf, the teeth of the key) and draw only what they see in the window, bigger, filling the paper.

✓ Discussion questions (5 min, with answers)

- "What was hard about looking at the object, not the paper?" (Any answer; for example "I wanted to look at my paper." That is normal.)

- "What did you notice on the edge that you hadn't noticed before?" (Any real detail: a tiny bump, a point, a notch.)
- "Why did the window help?" (It shows a small part, so you can see more detail and draw it big.)

✓ Closing check (5 min, with answers)

Show the two prepared drawings. "Which artist was looking at the edge of the mug?" Children point or hold up one or two fingers.

- Answer: the outline that follows the mug's edge (handle, rim, base). The scribble does not follow an edge.

Vocabulary

edge, outline, look, slowly, window, detail

Differentiation

- Support: draw round a flat object first (lay the leaf on the paper and trace it), then try a snail drawing next to it.
- Extension: draw one edge line inside the object too, for example the middle vein of the leaf or the spiral of the shell.

⚠ Safety

- Check shells, pine cones and keys for sharp bits before the lesson.
- Nothing small enough to swallow for children who still mouth objects.

Teacher notes

- Blind or low-vision children can trace the edge with a finger and then make a raised-line drawing: draw with glue or a wax stick, or press hard with a pencil on paper over a rubber mat so the line can be felt.
- Wobbly lines show looking; praise the looking, not the neatness.

Lesson 3: Rubbings and textures

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children make crayon rubbings of textured surfaces, describe them with texture words, and match rubbings to the surfaces that made them.

Length: about 40 minutes.

Materials

- Per child: several sheets of thin paper (copy paper or newsprint) and a peeled wax crayon (paper wrapper taken off) or a chunky crayon used on its side; masking tape to hold paper still.
- A few block crayons (for support) and a second colour of crayon per child (for the extension).
- Textured things to rub (for example corrugated card, leaves, a plastic mesh or sieve, a bumpy shoe sole, a doormat, a woven placemat, bubble wrap); outdoors, a tree bark or brick wall at a safe height.
- Per pair: a match-the-rubbing set (4 rubbings made in advance and the 4 objects that made them).
- A large card of texture words (bumpy, smooth, rough, stripy, wavy) with a small picture for each.
- A rubbing made in advance from a leaf, for the opening.
- For the closing check: a rubbing of corrugated card, plus the corrugated card and a smooth plastic lid.
- Soap and water or wipes for after rubbing outside.

Steps

✎ Opening (5 min)

Show the leaf rubbing without saying what it is. "I didn't draw this. I put paper on top of something and rubbed it with the side of a crayon. What do you think was under the paper?" Take guesses, then show the leaf. "Rubbing lets us see texture, how a surface feels."

Read the texture words card together and feel one example for each word.

✎ Main activity (25 min)

1. **How to rub (3 min).** Demonstrate: tape the paper over the corrugated card, hold the peeled crayon flat on its side, rub gently in one direction. "Gentle and flat, not the point."
2. **Texture hunt (14 min).** Children move round the room (or the playground with adults) and make at least three rubbings of different surfaces. After each one they tell a partner or an adult one texture word for it.

3. **Match the rubbing (8 min).** In pairs, children use the match set: 4 rubbings and 4 objects. They put each rubbing next to the object they think made it, then check by feeling the object and the rubbing.

✓ Discussion questions (5 min, with answers)

- "Which surface made the clearest rubbing?" (Usually bumpy or stripy ones with raised parts, such as corrugated card, a shoe sole or a mesh.)
- "Why does a very smooth surface make an almost plain rubbing?" (There are no bumps to catch the crayon, so it colours evenly.)
- "How did you know which object made which rubbing?" (By matching the pattern: stripes, holes, lines like branches.)

✓ Closing check (5 min, with answers)

Show the corrugated-card rubbing, the corrugated card and the smooth lid. "Which made this rubbing? Tell me one texture word."

- Answer: the corrugated card; the word "stripy" (or "bumpy" or "wavy" for the ridges). The smooth lid would make an almost plain rubbing.

Vocabulary

rubbing, texture, surface, bumpy, smooth, rough, stripy, wavy, pattern

Differentiation

- Support: rub with a partner holding the paper still, or use a block crayon held in the whole hand.
- Extension: make one rubbing with two textures side by side, or rub the same thing in two colours, and say what changed.

⚠ Safety

- Outdoors, stay with an adult; only rub surfaces at a safe height; avoid anything hot, sharp, dirty or with insects on it. Wash hands afterwards.
- Do not rub coins or tiny objects with children who still mouth objects.

Teacher notes

- Keep the rubbings: children can cut them out and use them in lesson 5.
- Rubbings are a strong route for blind and low-vision children: wax crayon leaves slightly raised marks that can be felt, and the texture can be felt first on the object itself.
- Making the match set: rub each object with the same colour so colour does not give the answer away.

Lesson 4: Light and dark

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children make light and dark pencil marks on purpose, see that an object lit from one side has a lighter side and a darker side, and add darker marks to a drawing.

Length: about 40 minutes.

Materials

- Per child: a strip of paper with 4 boxes in a row, and a soft pencil (2B or 4B if you have them, or an ordinary pencil); pencil grips.
- Plain paper; thick black felt pens; tape to hold paper still.
- For support: a few strips with only 2 boxes, and soft crayons.
- The looking trays from lesson 1, for early finishers.
- A ball or an orange per table (or one ball for the whole class).
- A torch or desk lamp per table (or one for the class).
- A way to dim the room (blinds down, or lights off near one table).
- A large example strip going from very light to very dark, for the opening.
- A rubber mat or a stack of newspaper to press on, and glue sticks or wax sticks, for children who need a tactile route.
- For the closing check: a picture of a ball drawn lit from the left, with its darker side on the right.

Steps

✎ Opening (5 min)

Show the example strip. "Same pencil in every box. How did I make some light and some dark?" Take ideas. Demonstrate: press gently for a light grey; press harder for a dark grey; put lines far apart (looks lighter) and close together (looks darker).

✎ Main activity (25 min)

1. **Light to dark strip (8 min).** Children fill their 4 boxes from very light to very dark, by pressing more each time or by putting lines closer together. Check: "Is each box darker than the one before?"
2. **Torch and ball (7 min).** Dim the room near one table. An adult holds the torch to one side of the ball. Children look and point: "Where is it brightest? Where is it darkest?" Move the torch to the other side: the dark side moves too. Children say what changed.
3. **Shade a drawing (10 min).** With the torch still on one side, children draw the ball (a circle shape, from lesson 1) and fill the side away from the torch with darker marks, keeping the side near the torch light. Children who finish early can draw another object from the looking tray the same way.

✓ Discussion questions (5 min, with answers)

- "Which side of the ball was dark?" (The side away from the torch.)
- "What happened when the torch moved?" (The bright side and the dark side swapped places; the dark side is always the side away from the light.)
- "Name two ways to make a mark darker." (Press harder; put lines closer together. Going over a mark again also works.)

✓ Closing check (5 min, with answers)

Show the picture of the ball lit from the left. "Where was the light? Point to that side."

- Answer: the left side of the picture (the light side). The darker side is on the right, away from the light. Children point; words are optional.

Vocabulary

light, dark, press, gently, harder, shadow, bright, side

Differentiation

- Support: make just two boxes, one light and one dark; or use a soft crayon instead of a pencil.
- Extension: add the ball's shadow on the table, on the side away from the torch.

⚠ Safety

- Shine the torch or lamp at the ball, never into anyone's eyes. Ordinary torches or desk lamps only; no lasers.
- Adults move lamps (they can get warm) and keep cables tidy.
- Pencils point down when carried.

Teacher notes

- Blind or low-vision children: pressing gently or hard on paper over a rubber mat makes shallow or deep grooves that can be felt, so "light" and "dark" can be explored as "gentle" and "strong" marks. A strong torch on a white ball in a dim corner gives the clearest contrast for children with some vision.
- "Left" and "right" in the closing check are from the child's view of the picture; children can simply point.

Lesson 5: My looking drawing

Unit overview - Previous: Lesson 4

Goal: Children choose one object and draw it by looking, using shapes, edges, texture and light and dark, then share drawings in a class gallery and say one thing they like about a classmate's work and why. The end-of-unit one-to-one check runs during the week.

Length: about 40 minutes (can take two sessions).

Materials

- Per child: plain paper (A4 or larger), chunky pencils, soft pencils, pencil grips and crayons; thick black felt pens; tape to hold paper still.
- The looking trays from lesson 1 and the lesson 2 objects, for children to choose from.
- Children's own rubbings from lesson 3, child-safe scissors and glue sticks (optional, for a textured background).
- A torch or desk lamp for any table that wants a clear light side.
- Card shape templates (from lesson 1) for support.
- Glue sticks or wax sticks and a rubber mat for raised-line drawing.
- Sticky notes or small cards printed with "I like... because...", plus a few picture cards (a shape, an edge, a rubbing, a light/dark strip) for children who answer by pointing.
- Blu Tack or pegs and a wall or line for the class gallery.
- For the one-to-one check during the week: a plastic mug; the corrugated-card rubbing and a leaf rubbing with the corrugated card and the leaf; a scrap of paper and a pencil; a ball and a torch.

Steps

✎ Opening (5 min)

Recall the four looking tricks with one gesture each: shapes (draw a circle in the air), edges (snail finger), texture (rubbing motion), light and dark (press-hard fist). "Today you choose one object and use as many tricks as you like."

✎ Main activity (25 min)

1. **Choose and look (4 min).** Each child chooses one object and looks at it for a slow count of ten before drawing: "What shapes? What edge? What texture? Where is it dark?"
2. **Draw (15 min).** Children draw their object large. Suggested order: biggest shape first, then follow the edge, then add darker marks on the side away from the light. Children who want a background can cut and glue a piece of their rubbing behind the object.
3. **Gallery (6 min).** Children who want to put their drawing up do so (showing it to the teacher only is fine). Everyone walks round the gallery once and chooses one drawing they like.

✓ Discussion questions (5 min, with answers)

- "Which looking trick did you use most?" (Any trick, with a reason.)
- "What did you see in your object that surprised you?" (Any real detail.)
- "Does a good drawing have to look exactly like the object?" (No. A good looking drawing shows things the artist really noticed.)

✓ Closing check (5 min, with answers)

Each child says, signs or shows one "I like... because..." about a classmate's drawing, or writes or points on a card.

- Good answers name something in the drawing and a reason ("I like the dark side of the ball because it looks round", "I like the bumpy edge because it looks like the real leaf"). "I like it because it's nice" is a start; ask "What part?".

Vocabulary

choose, look, shape, edge, texture, light, dark, gallery, because

Differentiation

- Support: draw round a card shape template first, then add one thing seen on the object; or tell or point and a partner or adult draws exactly what they say.
- Extension: draw the object twice, once lit from each side, or add a second object and draw where one is in front of the other.

⚠ Safety

- Child-safe scissors only; cut away from fingers and bodies.
- Torch or lamp at the object, never into eyes; adults move lamps.
- Objects as in lessons 1 and 2: nothing sharp, glass or small enough to swallow; check the allergy list for real fruit.

Access

- The child chooses how to take part: drawing, raised-line drawing, a collage of card shapes and rubbings, or telling an adult what to draw.
- The "I like... because..." can be signed, spoken, written, or shown by pointing to a part of the drawing and a picture card.
- No child has to put their drawing in the gallery.

Teacher notes

- One-to-one check: see the README Assessment section (about 4 minutes per child, during the week).

- Keep comments on looking ("You noticed the stalk"), not on talent.

Grade 1 Arts: Beat, Rhythm, High and Low, and a Round (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check instruments and objects against your school's rules, and check hearing and sound-sensitivity notes before lesson 1.
>
> Text-checked by two other agents (Gemini 4 Argon, Claude Fable 5.2); see Known gaps.

Back to the arts progression | Grade 1 year plan - Term 2

Big idea

Music has a steady beat underneath it, like walking, and a rhythm on top of it, like the pattern of the words. Rhythms can be written down with simple pictures and read back. Notes can be higher or lower, which is different from louder or quieter. When groups start the same song at different times, the parts can still fit together: that is a round.

This is the second arts unit of the grade 1 year (term 2). In kindergarten children kept a steady beat with body percussion and a drum (kindergarten term 1), and heard loud and quiet, fast and slow (kindergarten term 2). Term 1 of grade 1 was drawing from looking; term 3 is a stick-puppet story and show.

Outcomes

By the end of the unit a student can:

1. Keep a steady beat (patting, stepping, tapping or playing) for at least eight beats while a chant or song is going on.
2. Clap (or tap) the rhythm of the words of a short chant, and show the difference between the beat and the rhythm (the beat stays the same; the rhythm follows the words).
3. Read and clap a four-beat rhythm card made of "ta" (one walking step) and "ti-ti" (two running steps), and make their own four-beat card.
4. Say or show whether a second note is higher or lower than a first note, and echo a two-note "so-mi" call (by singing, humming, playing or pointing).
5. Keep their own part going in a two-part round of "Row, Row, Row Your Boat" with a group (by singing, humming, or doing the actions).

Prior knowledge

- From kindergarten arts: a steady beat with body percussion and a drum; stopping on a signal; loud and quiet, fast and slow; singing simple songs.
- From grade 1 science term 1 (Sound and light): sounds are made when things vibrate, and a stretched band can make different sounds. This unit does not need it but can link to it.
- Some children will not yet sing in tune; that is common at six and is not assessed. Humming, playing and actions always count.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week. A hall or a classroom with the tables pushed back works best for lessons 1 and 4.

Lesson	Title	Main activity
1	Beat and rhythm	Walk and pat the beat, then clap the words of a new chant; play "beat or words?"
2	Walking feet and running feet	Read picture rhythm cards (ta and ti-ti), clap them, then make a four-beat card with a partner
3	High and low	Higher and lower notes with hands and bodies, "high or low?" game, so-mi echo calls
4	Row, row, row: a round	Learn the song with actions, then sing it as a two-part round
5	Our music share	Groups perform a rhythm card, the high-low game and the round; one-to-one checks

Materials (whole class unless noted)

- Every lesson: one hand drum (or tambourine) for the teacher; the stop signal (drum plus a raised hand); a class list for notes; water.
- Ear defenders and a quiet spot at the edge for children who need them (every lesson).
- Lessons 1, 4 and 5: the "Rain on the roof" chant on a large card with pictures (words in the Lesson 1 page).
- Lesson 1: two large cards: "BEAT" (a heart or a walking foot) and "WORDS" (a speech bubble); a small BEAT/WORDS card pair per child (smooth and bumpy textures for blind or low-vision children). The two large cards are used again in lesson 5.
- Lessons 2 and 5: large teacher rhythm cards (8 "ta" cards with one big footprint and 8 "ti-ti" cards with two small footprints side by side); per pair, a small set of 4 "ta" and 4 "ti-ti" cards and a strip of card with four boxes (a "four-beat strip"); tactile versions for blind or low-vision children (one large felt circle = ta, two small felt circles = ti-ti).
- Lesson 2: two large cards "A" (ta, ta, ta, ta) and "B" (ta, ti-ti, ta, ta) and a small A/B card pair per child, for the closing check; tactile A and B rows for blind or low-vision children; 4 spare four-beat strips.
- Lessons 1, 2 and 5: untuned percussion, one per child if possible (claves, wooden blocks, tambourines, sealed shakers or drums); a box of spare beaters.
- Lessons 3 and 5: at least one tuned instrument the teacher can play two clearly different notes on (a xylophone, glockenspiel, chime bars or a keyboard); two large cards: "HIGH" (a bird at the top of a tree) and "LOW" (a frog at the bottom), and a small HIGH/LOW card pair per child (tactile version: a raised bump at the top edge of HIGH, the bottom edge of LOW); a screen or large book to hide the instrument (lessons 3 and 5); one "high and low" sheet per child (two long lines, top and bottom, for placing counters) and 6 counters per child (lesson 3); tactile sheets with raised lines and counters with a bump for blind or low-vision children.
- Lessons 4 and 5: the words of "Row, Row, Row Your Boat" on a large card with four pictures (rowing, a stream, a smiling face, a sleeping face); two coloured sashes or cards to mark group 1 and group 2; a second adult to lead group 2, if available. Lesson 4: the tuned instrument, to give the starting note. Lesson 5: the BEAT and WORDS cards; tactile copies of the two closing-check rows.

- One-to-one check (week of lesson 5): the chant card; one four-beat card showing ta, ta, ti-ti, ta (and a tactile copy); the tuned instrument.

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by clapping, tapping, playing, speaking, signing, pointing or choosing a card.
- Lesson 2 (pairs build a strip) and lesson 5 step 1: the teacher notes who makes their own four-beat card or strip (the making part of outcome 3), by placing cards, pointing or telling a partner where each card goes.
- Lesson 5: groups perform; the teacher notes who keeps a part going in the round (outcome 5) by singing, humming or doing the actions.
- **One-to-one check (about 4 minutes per child, during the week of lesson 5; about 100 minutes for 25 children, so plan extra time outside the five lessons):**
    1. The teacher says the "Rain on the roof" chant. "Pat the beat while I say it." (A steady pat for about eight beats; speeding up a little counts if it stays steady.)
    2. "Now clap the words." (Claps that follow the words rather than the beat; for example, "splash in the pud-dle" gets more claps than "rain on the roof".)
    3. Show a four-beat card (ta, ta, ti-ti, ta). "Clap this card." (Three single claps and one quick pair in the third place; saying "ta ta ti-ti ta" also counts.)
    4. Play a low note, then a high note on the tuned instrument (well apart), out of the child's sight unless their route is watching. "Was the second note higher or lower?" Then the other way round. (Higher, then lower; pointing up or down counts.)
    5. Sing or play a so-mi call ("Hel-lo"). "Echo me." (Two notes, the second lower than the first; humming, playing the two bars, or showing high-then-low with a hand counts.)
- Record each item as "yes / with help / not yet". A child who points, signs, uses a card or plays an instrument has answered. Singing in tune is not marked.

⚠ Safety (read before lesson 1)

- Sound levels: keep instruments and singing comfortable; use the stop signal often; ear defenders and a quiet spot are always allowed. Never play a loud sound close to anyone's ear.
- Voices: sing gently. High notes are not shouting or squeaking; stop if a voice hurts.
- Instruments: no shared mouth-blown instruments (whistles, recorders) in this unit. Shakers must be sealed; check nothing small can come out. Beaters are for instruments only; carry them pointing down.
- Moving: walk in the same direction around the space; stop on the signal; leave space for wheelchairs and walking frames.

Access and taking part

- **Deaf and hard-of-hearing children:** show the beat with a big visible movement (a hand drum held up, a nodding head, a light switched slowly on and off on the beat, only after checking the class's medical notes); let children put a hand on the drum to feel the beat; use the BEAT and WORDS cards and the HIGH and LOW cards so they can join in by watching. Pitch can be shown on the tuned instrument (which end plays the high notes)

and with hand height. Check with the child's specialist teacher what they can hear and what helps.
- **Blind and low-vision children:** tactile rhythm cards (large felt circle = ta, two small felt circles = ti-ti); a raised-line or tactile high-and-low sheet (counters with a bump on the top line); a partner says "start" and "stop" as well as the signal.
- **Children who do not sing or speak:** hum, play an instrument, do the actions, point to cards, sign, or use their communication device. Singing alone is never required.
- **Children with limited hand movement:** pat with elbows or feet, nod, or tap with one finger; a beater with a thick grip; a partner holds the instrument.
- **Wheelchair users:** "walking" the beat can be tapping the armrests or wheeling; actions in "Row, Row, Row Your Boat" can be done seated.
- **Sound-sensitive children:** ear defenders, the quiet spot, quieter instruments (wooden blocks rather than tambourines), and the choice to be the conductor who holds up the cards.

Sources

Read for this unit (Wikipedia, 9 November 2026):

- "Kodály method": https://en.wikipedia.org/wiki/Kod%C3%A1ly_method Used for: the method introduces concepts through listening, singing and movement before notation; the first rhythms taught are quarter notes and eighth notes, which are familiar to children as the rhythms of walking and running; quarter notes are spoken as "ta" and eighth-note pairs as "ti-ti" (some places use "te-te"); rhythmic movement such as walking, running and clapping helps children take in rhythm; revised Kodály exercises begin with the minor third, "mi-so". Lessons 2 and 3 use these ideas with pictures (walking feet and running feet) instead of notation.
- "Pitch (music)": https://en.wikipedia.org/wiki/Pitch_(music) Used for: pitch is the quality that lets us judge sounds as "higher" and "lower" in a melody; it is one property of a musical sound alongside duration, loudness and timbre. Lesson 3 keeps "high/low" separate from "loud/quiet".
- "Round (music)": https://en.wikipedia.org/wiki/Round_(music) Used for: in a round, several voices sing exactly the same melody but start at different times, and the parts fit together; it is one of the easiest forms of part singing because everyone learns only one line; "Row, Row, Row Your Boat" is a well-known children's round for four voices. This unit uses only two parts.
- "Row, Row, Row Your Boat": https://en.wikipedia.org/wiki/Row,_Row,_Row_Your_Boat Used for: the words were first printed in 1852, and the modern tune was first printed with the words in 1881, so the song is old enough to be in the public domain. (Check your own country's rules if you plan to publish recordings.)
- The "Rain on the roof" chant and the "Hel-lo" call are written for this unit (CC0).
- This repository's arts progression (grade 1: "tell pulse from rhythm (clap the beat, then clap the words); sing high and low notes") and the grade 1 year plan term 2 arts cell.

Known gaps and cautions

- Text-checked by Gemini 4 Argon on 9 November 2026 at 0eca0f5 (text only): links, timings, song provenance and access routes were reported clean; two notes (making a four-beat card was not assessed, and lesson 5 pointed "below" to a check that is in this overview) fixed in b7acbdf, which Argon also diff-checked the same day (see PEERCHECKS.md). This is a peer check by an AI agent, not an educator review.

- Second text check by Claude Fable 5.2 on 9 November 2026 at 2c4e1ba (text only; the Wikipedia citations were not re-checked): 11 notes, covering closing checks that could be passed by watching, the chant not fitting ta/ti-ti cards, naming an example so-mi pair, a starting note for the round, the one-adult round, tactile routes for board checks, the flashing-light suggestion, spare strips and the time the one-to-one check takes. All 11 were fixed in 30708fd, which Claude Fable 5.2 also diff-checked the same day (see PEERCHECKS.md). Three optional points from that re-check (screening the lesson 5 pitch question, plainer "an example" wording, drawing strips only for pairs who want to keep them) were fixed in 252e724, which Claude Fable 5.2 also re-checked the same day.
- No official music standard was read for this unit; the content comes from the grade 1 year plan, the arts progression and the Wikipedia articles above, which are drafts and summaries.
- The unit borrows the Kodály rhythm syllables and the so-mi starting interval but is not a Kodály course; a trained music teacher will know far more about sequence and singing range.
- Pitch is described only as "higher" and "lower". Children who cannot hear pitch differences are not marked down; see Access.
- The grade 4 music unit also uses rounds; this unit uses only two parts and one well-known song so grade 4 can build on it.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- The order of lessons, the activities and the timings are my choice, not taken from a source.

Lesson 1: Beat and rhythm

Unit overview - Next: Lesson 2

Goal: Children keep a steady beat while saying a chant, clap the rhythm of the words, and tell the beat and the words apart.

Length: about 40 minutes.

Materials

- One hand drum (or tambourine) for the teacher; the stop signal (drum plus a raised hand).
- The "Rain on the roof" chant on a large card, with a picture for each line (rain on a roof, rain on a road, a puddle splash, a toad).
- Two large cards: "BEAT" (a heart or a walking foot) and "WORDS" (a speech bubble). A small BEAT/WORDS card pair per child for the closing check.
- Untuned percussion, one per child if possible (claves, wooden blocks, tambourines, sealed shakers or drums).
- Ear defenders and a quiet spot at the edge for children who need them.
- Water. A class list for notes.

Steps

✎ Opening (5 min)

Children walk around the space while the teacher plays a steady drum beat; they stop on the stop signal. "Walk to my drum." Play a little faster, then slower; children keep in time. "That steady sound, like walking or a heartbeat, is the **beat**. We met it in kindergarten." Show the BEAT card.

✎ Main activity (25 min)

1. **Learn the chant (5 min).** Sitting in a circle. Show the chant card and say it; children echo one line at a time, then say it all together:

   Rain on the **roof** and **rain** on the **road**,
   Splash in the **pud**-dle, **hop** goes the **toad**.

(The bold words fall on the beat: four beats in each line.)

1. **Pat the beat (5 min).** Say the chant again while everyone pats their knees on the beat (the bold words). Then pat the beat while saying the chant in a whisper, then only "thinking" the words. "The beat keeps going the same, steady, steady."
2. **Clap the words (5 min).** "Now clap every bit of every word." Say the chant slowly, clapping each syllable: "Rain-on-the-roof..." Show the WORDS card. "That pattern of the words is the **rhythm**. Is it the same as the beat?" (No: some claps are quick and close together, and "splash in the pud-dle" has more claps than "rain on the roof".)
3. **Beat or words? (5 min).** The teacher holds up BEAT or WORDS while the class says the chant; children pat the beat or clap the words to match. Switch cards in the middle

of a line once children are ready. A child can take the conductor's turn holding up the cards.

4. **Two groups (5 min).** Hand out instruments (instruments stay on the floor until the signal). Half the class plays the beat on their instruments while the other half claps the words; everyone says the chant. Stop signal, swap, repeat. Instruments down on the floor on the signal.

✓ Discussion questions (5 min, with answers)

- "What is the difference between the beat and the rhythm of the words?" (Answer guide: the beat stays steady, like walking; the rhythm follows the words, so some sounds are quick and some are slow.)
- "Which line had more claps: 'rain on the roof' or 'splash in the puddle'?" (Answer guide: "splash in the puddle", five claps against four.)
- "Can you think of something else with a steady beat?" (Answer guide: a clock ticking, walking, a heartbeat, a dripping tap; any steady sound.)

✓ Closing check (5 min, with answers)

Each child has a small BEAT card and a WORDS card. The teacher says the chant and plays the hand drum, either on the beat or on the words, using the same drum both times so the pattern of sounds is the only clue (deaf and hard-of-hearing children watch or feel the drum, so for them the clue is the pattern of movements); children hold up the card that matches. Do it four times, mixing the order. (Answer guide: the card matches what the teacher did. Note on the class list who chooses correctly most times.)

Vocabulary

beat, steady, rhythm, chant, words, pat, clap

Differentiation

- Support: pat the beat with a partner's hand on top; say only the last word of each line; watch the teacher's drum.
- Stretch: pat the beat with one hand and tap the words with the other hand on the other knee; lead the "beat or words?" game.
- Deaf and hard-of-hearing children: watch the drum and the BEAT/WORDS cards; put a hand on the drum to feel the beat; the chant card shows each line.
- Blind and low-vision children: a partner says "start" and "stop" with the signal; BEAT and WORDS cards with different textures (smooth and bumpy).
- Children who do not speak: pat, clap or play while others say the chant, or point to the picture for each line.
- Wheelchair users: in the opening, wheel or tap the armrests on the beat.

⚠ Safety

- Walk in one direction in the opening; leave space for wheelchairs and walking frames; stop on the signal.
- Instruments stay on the floor until the signal; no playing near anyone's ear; ear defenders and the quiet spot are always allowed.

Teacher notes

- Many six-year-olds speed up as they get excited; keep the drum steady and slow down rather than stopping them.
- The chant is written for this unit (CC0). Any short chant or rhyme the class knows can be used instead.
- Keep the words "beat" and "rhythm" in the same meaning all unit: beat = the steady pulse, rhythm = the pattern of the words (or notes).

Lesson 2: Walking feet and running feet

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children read and clap picture rhythm cards ("ta" and "ti-ti") and make their own four-beat rhythm with a partner.

Length: about 40 minutes.

Materials

- One hand drum for the teacher; the stop signal (drum plus a raised hand).
- Large teacher rhythm cards: 8 "ta" cards (one big footprint) and 8 "ti-ti" cards (two small footprints side by side), with a way to stick them to the board in a row of four.
- Per pair: 4 "ta" cards and 4 "ti-ti" cards (small copies) and one "four-beat strip" (a strip of card with four boxes).
- Tactile versions for blind or low-vision children: one large felt circle = ta, two small felt circles = ti-ti, on card the same size as the small cards.
- Untuned percussion, one per child if possible (claves, wooden blocks, tambourines, sealed shakers or drums).
- Two large cards labelled "A" and "B" with a four-beat rhythm on each, for the closing check (A: ta, ta, ta, ta; B: ta, ti-ti, ta, ta), and a small A/B card pair per child. For blind or low-vision children, the A and B rows laid out in tactile cards at their place (and the two rows used in step 2).
- 4 spare four-beat strips (for the stretch and for lesson 5).
- Ear defenders and a quiet spot. Water. A class list for notes.

Steps

✎ Opening (5 min)

Standing in a space. The teacher plays a steady drum beat: children walk on the spot, one step for each beat, saying "ta". Then the teacher plays two quick, even sounds in each beat: children do two quick tiptoe steps on the spot, saying "ti-ti". Switch between the two. "Walking feet: ta. Running feet: ti-ti. The beat stays the same speed; ti-ti just fits two sounds into one beat."

✎ Main activity (25 min)

1. **Meet the cards (5 min).** Sitting facing the board. Show a "ta" card (one big footprint: one sound in a beat) and a "ti-ti" card (two small footprints: two sounds in one beat). Stick four cards in a row: ta, ta, ti-ti, ta. Point to each card on the beat while the class claps and says it. Repeat with two or three more rows.
2. **Which did I clap? (5 min).** Put two rows on the board. Clap one of them; children point to the row they heard (blind or low-vision children feel the two rows in tactile cards at their place). A child can take the clapper's turn.
3. **Make your own (8 min).** In pairs, children choose any four cards and lay them in the boxes of their four-beat strip. They clap and say it together, then try it on instruments

(instruments on the floor until the signal). "Can you clap it the same way twice?" If a pair wants to keep their strip, the teacher draws its four cards on the class list (one big or two small footprints per box) so they can play it again in lesson 5; other pairs make a new strip then.

4. **Play and echo (7 min).** Several pairs play their strip for the class; the class claps it back. The teacher keeps a soft steady beat on the drum underneath if it helps.

✓ Discussion questions (5 min, with answers)

- "How many sounds are there in a ta card? In a ti-ti card?" (Answer guide: one; two.)
- "If all four boxes have ti-ti, how many claps is that?" (Answer guide: eight.) "If all four have ta?" (Answer guide: four.)
- "Can you think of a word that sounds like ta, and one that sounds like ti-ti?" (Answer guide: any one-syllable word for ta, such as "bear" or "rain"; any two-syllable word said evenly for ti-ti, such as "rab-bit" or "pud-dle".)

✓ Closing check (5 min, with answers)

Show cards A and B on the board. The teacher claps one of them; each child holds up A or B (blind or low-vision children touch their tactile A or B row). Do it three times (for example A, B, B). (Answer guide: A is four even claps; B has a quick pair in the second place. Note on the class list who chooses correctly.)

Vocabulary

ta, ti-ti, rhythm card, beat, four-beat, read, echo

Differentiation

- Support: use only ta cards and one ti-ti card; clap with a partner; point to each card while the teacher claps.
- Stretch: make two strips (use a spare strip) and play them one after the other (eight beats); play your strip while a partner keeps the beat.
- Deaf and hard-of-hearing children: watch the teacher point to each card; feel the drum; the footprint pictures show one or two sounds.
- Blind and low-vision children: tactile cards (one large felt circle = ta, two small = ti-ti); feel along the strip while clapping.
- Children who do not speak: clap or tap without saying "ta"; point to the card they heard.
- Children with limited hand movement: tap with one finger, nod, or tap feet; a partner lays the cards as the child chooses.

⚠ Safety

- Tiptoe steps on the spot only; no running around the room.
- Instruments stay on the floor until the signal; no playing near anyone's ear; ear defenders and the quiet spot are always allowed.

Teacher notes

- "Ta" and "ti-ti" are the rhythm syllables used in the Kodály method (some places say "te-te"); see the README Sources. Use whichever your school already uses.
- The footprint pictures stand in for notation; staff notation comes in later grades.
- The "Rain on the roof" chant from lesson 1 has beats with three sounds ("Rain on the" is three sounds in one beat), so it cannot be written with ta and ti-ti cards. Do not use it for card reading.
- Some children will clap ti-ti as two slow claps; keep the drum beat going so they hear the two sounds fit inside one beat.

Lesson 3: High and low

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children say or show whether a note is higher or lower than another, tell high and low apart from loud and quiet, and echo a two-note "so-mi" call.

Length: about 40 minutes.

Materials

- One tuned instrument the teacher can play two clearly different notes on (a xylophone, glockenspiel, chime bars or a keyboard), with a beater if needed.
- One hand drum; the stop signal (drum plus a raised hand).
- Two large cards: "HIGH" (a bird at the top of a tree) and "LOW" (a frog at the bottom). A small HIGH/LOW card pair per child (for blind or low-vision children, the HIGH card has a raised bump at the top edge and the LOW card a bump at the bottom edge).
- A screen or large book to hide the instrument during the closing check.
- One "high and low" sheet per child (two long lines, one at the top and one at the bottom) and 6 counters per child; tactile sheets for blind or low-vision children (raised top and bottom lines, counters with a bump).
- Ear defenders and a quiet spot. Water. A class list for notes.

Steps

✎ Opening (5 min)

Sitting. "In kindergarten we heard loud and quiet." Play one note on the tuned instrument loudly, then the same note quietly: "Loud, quiet. Same note." Then play a low note and a high note at the same loudness: "These are different in another way: one is low, one is high." Show the HIGH and LOW cards. "High and low is not the same as loud and quiet."

✎ Main activity (25 min)

1. **Hands up, hands down (6 min).** Standing or seated. The teacher plays a note, then a second note. If the second note is higher, children reach up high; if it is lower, they reach down low (or move one hand up or down). Start with notes far apart, then closer together.
2. **High or low? (5 min).** The teacher plays one very high or very low note; children hold up HIGH or LOW. A child can take a turn playing the instrument while the class answers (the teacher shows which end plays the high notes).
3. **Counters on the lines (7 min).** Each child has a high-and-low sheet and counters. The teacher plays three notes, one at a time, each clearly high or low; for each note children put a counter on the top line (high) or the bottom line (low), left to right. Check together, clear, and play another three.
4. **So-mi echo (7 min).** The teacher sings "Hel-lo" on two notes, the first higher and the second lower (so-mi), showing the notes with a hand (hand higher on "Hel", lower on "lo"). On a xylophone with letters, G then E works (an example, not from a source; any

two bars that far apart will do). Children echo with voices and hands. Then the teacher sings "Hel-lo, Ma-ya" or another name in the same two notes (a one-syllable name goes on the low note, "Hel-lo, Sam"; for a longer name, sing the first part high and the rest low, "Hel-lo, Ka-ta-lin"), and that child (if they want) echoes "Hel-lo" back, or plays the two notes, or shows high-then-low with a hand.

✓ Discussion questions (5 min, with answers)

- "Is a high note always a loud note?" (Answer guide: no; a high note can be quiet and a low note can be loud.)
- "In our 'Hel-lo' call, was the first note higher or lower than the second?" (Answer guide: higher.)
- "Which end of our instrument plays the high notes?" (Answer guide: whichever end it is on the class instrument; children point to it.)

✓ Closing check (5 min, with answers)

The teacher plays four pairs of notes behind a screen or large book, so the clue is the sound, not which end is played (children whose route is watching the instrument, see the README Access section, still see it); after each pair, children point up if the second note was higher and down if it was lower. Use, for example: low then high; high then low; high then low; low then high. (Answer guide: up, down, down, up. Note on the class list who points correctly most times.)

Vocabulary

high, low, higher, lower, note, pitch (teacher's word), echo

Differentiation

- Support: keep the two notes far apart; a partner points with the child; use the HIGH and LOW cards instead of reaching.
- Stretch: notes closer together; play your own high-low pattern of three notes for a partner to place on their sheet.
- Deaf and hard-of-hearing children: watch the teacher's hand height and the instrument (which end is played); check with the child's specialist teacher what pitch differences they can hear. They are not marked down for pitch they cannot hear.
- Blind and low-vision children: tactile sheet; a partner says "first note", "second note"; reach up and down in their own space.
- Children who do not sing or speak: echo the call by humming, playing the two notes or moving a hand; point to HIGH or LOW.
- Children with limited arm movement: show high and low with eyes, head or one finger, or by choosing a card.

⚠ Safety

- Sing gently; high notes are not shouting or squeaking.

- Play the instrument at a comfortable volume; ear defenders and the quiet spot are always allowed.
- Counters stay on the sheet (check the class list for children who still mouth small objects; use larger counters if so).

Teacher notes

- The Kodály method starts singing with the two notes "so" and "mi" (a minor third); see the README Sources. Children do not need these names. On a lettered xylophone, G then E is one pair that far apart (with C as "do", G is "so" and E is "mi"); this is an example, not from a source.
- "Pitch" is the teacher's word for how high or low a note is; children can use "high" and "low".
- If the instrument is quiet, keep the room very still; if it is loud, play gently. The point is high and low, not loud and quiet.

Lesson 4: Row, row, row: a round

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children learn "Row, Row, Row Your Boat" with actions, then keep their own part going while it is sung as a two-part round.

Length: about 40 minutes.

Materials

- One hand drum; the stop signal (drum plus a raised hand).
- The "Rain on the roof" chant card (from lesson 1) for the warm-up.
- The words of "Row, Row, Row Your Boat" on a large card with four pictures: rowing arms, a stream, a smiling face, a sleeping face.
- Two coloured sashes or cards to mark group 1 and group 2 (enough for every child, or a coloured card for each group to sit by).
- The tuned instrument from lesson 3, to give the starting note.
- A second adult if available, to lead group 2.
- Ear defenders and a quiet spot. Water. A class list for notes.

Steps

✎ Opening (5 min)

Standing. Say the "Rain on the roof" chant while patting the beat. Then a gentle voice warm-up: a soft "ooo" sliding from low to high and back down ("like a car going up a hill and down again"), hands following the sound. "Gentle voices: no shouting."

✎ Main activity (25 min)

1. **Learn the song (7 min).** Show the song card. Sing it line by line; children echo each line with its action:

   Row, row, row your boat, (rowing arms)
   Gently down the stream. (hand making a wave)
   Merrily, merrily, merrily, merrily, (big smile, hands swaying)
   Life is but a dream. (hands together under a cheek, eyes closed)

1. **All together (3 min).** Sing it twice with actions, patting the beat on knees the second time.
2. **Teacher sings the second part (5 min).** "Now I'll start the same song later than you. Keep going with your part, whatever you hear." The class sings; when they reach "Gently down the stream", the teacher starts "Row, row, row your boat". Do it twice. "Were we singing the same song? Did it still fit?"
3. **Two groups (10 min).** Split the class into group 1 and group 2 (mark with sashes or cards), sitting apart, each with an adult leader if possible. With one adult, the teacher sits with group 2 and brings it in, since group 1 needs no cue. Before each group starts,

the leader gives the starting note (plays it on the tuned instrument or sings the first "Row"), so both groups start on the same note. Group 1 starts; group 2 starts when group 1 reaches "Gently down the stream". Each group sings the song twice through and then stops, so group 2 finishes on its own. Do it, swap which group starts, and do it again. Actions help everyone keep their place.

✓ Discussion questions (5 min, with answers)

- "Were both groups singing the same song?" (Answer guide: yes, the same words and tune, but starting at different times.)
- "What helped you keep your own part going?" (Answer guide: listening to my own group, doing the actions, watching our leader, putting a hand over one ear; any helpful idea.)
- "What happened at the end?" (Answer guide: group 1 finished first; group 2 finished on its own.)

✓ Closing check (5 min, with answers)

The class sings the round once more in its two groups, with a child as group leader if someone wants to. (Answer guide: watch who keeps their own part going by singing, humming or doing the actions, even when the other group is on a different line; note them on the class list.)

Vocabulary

round, part, group, start, together, actions, gently

Differentiation

- Support: sit next to the adult leader; do the actions only; sing the song in unison until the round feels easy.
- Stretch: three groups (the third starts when the second reaches "Gently down the stream"); a child leads a group.
- Deaf and hard-of-hearing children: follow the song card and the actions; the adult leader points to each picture as the group sings it.
- Blind and low-vision children: sit next to the adult leader; a gentle tap on the shoulder to start.
- Children who do not sing or speak: do the actions, hum, or sign the words; this is keeping a part going.
- Wheelchair users and children with limited movement: actions can be done seated or with one hand, eyes or head.

⚠ Safety

- Gentle voices; stop if a voice hurts; water available.
- Groups sit apart, but not so far that children cannot see their leader.

- Ear defenders and the quiet spot are always allowed; a round can be loud when both groups sing.

Teacher notes

- "Row, Row, Row Your Boat" is a well-known children's round for up to four voices; the words were printed in 1852 and the modern tune in 1881 (see the README Sources). This unit uses two parts.
- Bringing the second group in when the first reaches "Gently down the stream" is my choice for this unit, not taken from a source. If the parts do not fit with your class's tune, try a different starting point.
- If two groups fall apart, go back to the teacher singing the second part against the whole class; that is still a round.

Lesson 5: Our music share

Unit overview - Previous: Lesson 4

Goal: Children perform a rhythm card, the high-low game and the round for the class, say one thing they liked about another group's music, and finish the unit with a one-to-one check.

Length: about 40 minutes (one-to-one checks happen during the week).

Materials

- One hand drum; the stop signal (drum plus a raised hand).
- The "Rain on the roof" chant card (from lesson 1).
- Large teacher rhythm cards (8 "ta", 8 "ti-ti"); per pair, the 4 "ta" and 4 "ti-ti" cards and a four-beat strip from lesson 2 (a second strip, from the lesson 2 spares, for pairs trying the stretch); tactile versions.
- Untuned percussion, one per child if possible.
- The two large BEAT and WORDS cards (from lesson 1).
- The tuned instrument from lesson 3 and a screen or large book to hide it during the closing check.
- For blind or low-vision children, the two closing-check rows laid out in tactile cards at their place.
- One tuned instrument (as in lesson 3); the large HIGH and LOW cards and a small HIGH/LOW pair per child.
- The "Row, Row, Row Your Boat" song card and the group 1 / group 2 sashes or cards (from lesson 4).
- For the one-to-one check: the chant card, one four-beat card showing ta, ta, ti-ti, ta (and a tactile copy), and the tuned instrument.
- Ear defenders and a quiet spot. Water. A class list for notes.

Steps

✎ Opening (5 min)

Standing. Walk to the drum beat and stop on the signal (as in lesson 1). Then pat the beat to the chant, and clap the words: "Beat or words?" with the teacher calling which and holding up the BEAT or WORDS card.

✎ Main activity (25 min)

1. **Rhythm cards (10 min).** Pairs make a new four-beat strip (or play the one from lesson 2, if the teacher drew it on the class list) and practise for two minutes. Pairs then play their strip on instruments for the class, one after another; the class claps each one back. Pairs who would rather not play alone play together with another pair, or the teacher plays it with them.
2. **High or low? (5 min).** Children take turns as the player: they play one high or one low note on the tuned instrument, and the class holds up HIGH or LOW.

3. **The round (5 min).** Group 1 and group 2 sing "Row, Row, Row Your Boat" as a round with actions, then swap who starts.
4. **I liked... because... (5 min).** Children say, sign or point to show one thing they liked about another pair's or group's music and why ("I liked their rhythm because it had three ti-tis"). Sharing is opt-in; a thumbs-up for the class counts.

✓ Discussion questions (5 min, with answers)

- "What is the difference between the beat and the rhythm?" (Answer guide: the beat is steady like walking; the rhythm follows the words or the cards.)
- "What did you find easiest, and what was hardest?" (Answer guide: any honest answer.)
- "How could we use a round again?" (Answer guide: sing another round, play the beat while others sing; any sensible idea.)

✓ Closing check (5 min, with answers)

The teacher claps two four-beat rows from the board, one at a time; the class says or points to which row it was (blind or low-vision children touch the matching tactile row). Then the teacher plays two notes behind the screen or large book (unless a child's route is watching): "Up or down?" (Answer guide: the row clapped; up if the second note is higher, down if lower. Note who answers on the class list; the full check is the one-to-one check in the unit overview (README Assessment section).)

Vocabulary

beat, rhythm, ta, ti-ti, high, low, round, perform, audience

Differentiation

- Support: play a rhythm strip with the teacher; join the round with the actions only.
- Stretch: play an eight-beat rhythm (two strips); lead a group in the round; play a three-note high-low pattern for the class.
- Deaf and hard-of-hearing, blind and low-vision children, and children who do not sing or speak: use the same routes as lessons 1-4 (cards, actions, tactile cards, a partner, an instrument).
- Children who do not want to perform: play with the whole class, or show the teacher only.

⚠ Safety

- Instruments stay on the floor until the signal; no playing near anyone's ear.
- Gentle voices; ear defenders and the quiet spot are always allowed.

Teacher notes

- One-to-one check: see the README Assessment section (about 4 minutes per child, during the week; that is about 100 minutes for 25 children, so plan extra time outside

the five lessons). It covers outcomes 1-4 (making their own four-beat card is noted during step 1 above and lesson 2); outcome 5 (keeping a part in the round) is noted during the group round in lesson 4 and step 3 above.

- Keep comments on what children did ("You kept the beat steady all the way through"), not on talent or on singing in tune.

Grade 1 Arts: A Story with Stick Puppets and a Class Show (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check craft materials, photo rules and visitor rules against your school's policies before lesson 1.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the arts progression | Grade 1 year plan - Term 3

Big idea

A puppet is an object that a person (a puppeteer) moves so that it seems alive. A puppeteer shows how a character feels by how the puppet moves and by the voice they give it. A story has a beginning, a middle and an end, and a group can tell one together, change part of it, practise it and share it with an audience.

This is the third arts unit of the grade 1 year (term 3). It builds on the kindergarten term 3 unit, where children acted out a story with their bodies and put three picture cards in order, and on grade 1 term 1, where they drew carefully from looking. The story is The Hat on the Hill, written for this unit (an example, not from a source) and released under CC0 with the rest of the unit. It is set in Little Hill, the same made-up town as the grade 1 society units.

Outcomes

By the end of the unit a student can:

1. Make a stick puppet walk, jump and stop, and show at least one feeling (for example happy, sad or surprised) by how the puppet moves.
2. Put the beginning, middle and end of The Hat on the Hill in order and tell, sign or show what happens in each part.
3. Make a stick puppet of one character, choosing with their group what it needs so the audience can tell who it is.
4. Help their group change one part of the story, adding to someone else's idea, and practise the new version.
5. Take part in the class puppet show and say, sign or show one choice they made for their puppet.

Prior knowledge

- Kindergarten term 3 arts: freeze frames, moving like a character, acting a short story, ordering three picture cards.
- Grade 1 term 1 arts: drawing shapes they can see; light and heavy marks.
- Grade 1 literacy and society: listening to a story and retelling it; Little Hill as a made-up town with a pond, a park and a hill.

Lessons

Lessons are about 40 minutes. Lesson 5 is the show; plan it for a time when another class or visitors can come if your school allows. Visitors are optional; the show works with just the class.

Lesson	Title	Main activity
1	What is a puppet?	Watch a demonstration puppet, then make a plain practice puppet walk, jump, stop and show feelings
2	The Hat on the Hill	Listen to the story, join in the repeated lines, order beginning, middle and end cards, choose parts in groups of four
3	Making our puppets	Draw and colour one character; an adult fixes it to the stick; groups check that the audience can tell who is who
4	Change one thing and practise	Groups choose one change to the story, building on each other's ideas, and practise behind the table screen
5	Our puppet show	Each group performs; the audience spots how puppets showed feelings; one-to-one checks

Materials (whole class unless noted)

- One demonstration puppet made by the teacher before lesson 1: a duck drawn on card, about the size of a hand, taped to a jumbo craft stick.
- Jumbo craft sticks (wide wooden sticks with rounded ends, about 15 cm long): one per child, one per group of four for the hat prop, one for the teacher's hat prop, and a few spares. Each child's stick is used in lessons 1 and 3.
- Red hat props: a tall red card hat with a band, taped by an adult to a jumbo craft stick; one for the teacher (lesson 2) and one per group of four (lessons 3 to 5).
- Card circles about the size of a hand: one per child for the plain practice puppet in lesson 1.
- Card rectangles about the size of a hand (A6 or a quarter of A4), one per child, for the character puppets in lesson 3, plus spares.
- Crayons or felt-tip pens, glue sticks, small scraps of paper, fabric or wool for decoration (per group of four).
- Masking tape (adult use) and adult scissors; child safety scissors only if your school uses them at this age.
- A "table screen": a table with a cloth or sheet of card hanging down the front, so children can kneel or sit behind it and hold puppets above the top edge. A second table helps if you have two groups practising at once.
- Three large story picture cards for The Hat on the Hill (beginning: Duck walking up the hill in a red hat; middle: the wind blowing the hat away; end: Mouse finding the hat under a bush). Draw them yourself or have them drawn; one small set per group of four for ordering.
- Four role cards per group of four (Duck, Hen, Mouse, Wind) with a simple picture on each.
- One plain craft stick without card, for the "one stick, many things" game in lesson 1.
- Three feeling picture cards (happy, sad, surprised), large enough for the class to see (lesson 1).
- Sticky notes and a pen for adults, to record each group's change (lesson 4).
- A class list for notes.
- A stop signal: a small bell plus a raised hand.
- For access, as needed: a ruler or foam to widen stick handles; felt and wool for tactile puppets and a tactile set of story cards with a string hill line and a felt bush flap as touch landmarks (lesson 2); a sealed shaker for a Wind sound.

- Optional: a tablet or camera to take photos of puppets (not of faces) if your school allows; a small "programme" card listing the groups in order (lesson 5).

Assessment

Assessment is by watching and listening during the lessons, plus a short one-to-one check in lesson 5. Nothing is written by children.

Outcome	Where it is checked	What counts
1. Moves a puppet to show actions and a feeling	Lesson 1 main activity and closing check; lesson 4 practice	The puppet walks, jumps and stops on the signal, and its movement shows a feeling the child chose (the child can say, sign or point to which)
2. Orders and tells the story	Lesson 2 closing check; lesson 5 one-to-one	Cards in order; one thing told or shown for each part
3. Makes a puppet the audience can recognise	Lesson 3 "can they tell?" check	Another child can name or point to the character from the puppet alone
4. Helps change and practise the story	Lesson 4 group work (adult notes)	Child suggests or adds to a change ("yes, and...") and practises the new version with the group
5. Performs and names a choice	Lesson 5 show and one-to-one	Child takes part in the show and says, signs or shows one choice (for example "Hen walks slowly because she is old" or "I made Mouse jump when she found the hat")

Taking part in the show can be from behind the screen, with a partner, or in the child's own way; see Access and taking part.

⚠ Safety (read before lesson 1)

- Use only jumbo craft sticks with rounded ends as puppet rods. No pencils, skewers, dowels with sharp ends or anything pointed.
- Puppets stay below the faces of other children. Agree a rule in lesson 1: "Puppets point up, and stay in front of you, not near faces."
- Adults do all cutting of card that needs adult scissors and all taping of card to sticks.
- Glue sticks only, no hot glue. Check small decorations (beads, buttons) are not used if any child in the class still puts things in their mouth; scraps of paper, fabric and wool are enough.
- The table screen is a normal table standing on its feet with a cloth hanging down. Do not tip tables on their sides and do not let children stand on chairs to reach.
- In lesson 1 nobody blows towards anyone else's face when playing the wind; the Wind puppeteer waves the hand instead.

Access and taking part

- **Holding a stick:** a child who finds it hard to grip a thin stick can use a wider handle (tape the stick to a ruler or wrap it in foam), hold the puppet with both hands, rest an elbow on the table, or work with a partner who holds while they give the voice. The child's own way counts.

- **Not speaking or not wanting to speak:** the child can sign, use their communication device, use a recorded line, make the puppet nod or shake its head, or have a partner speak the line while they move the puppet. Moving the puppet is a full part.
- **Deaf and hard-of-hearing children:** use a visual stop signal (a hand up or a light) as well as the bell; face the child when telling the story; let the group agree signs for the repeated lines.
- **Blind and low-vision children:** make their puppet with textures they can feel (felt, wool, a cut-out shape stuck on card); describe the picture cards and the demonstration puppet aloud; let them hold the teacher's puppet; tell them where the screen's top edge is and let them feel it.
- **Colour vision:** the hat is red, but it also has a clear shape (a tall hat with a band), so nobody needs the colour to find it.
- **Wheelchair users and seated children:** set the screen at seated height (a lower table, or a box on a table) so seated and kneeling puppeteers hold puppets at the same height.
- **Being watched:** being behind the screen helps many shy children. Any child may also perform with a partner, or take a job (bell ringer, announcer, "Wind" sound maker) instead of a puppet. Nobody is made to perform alone.

Sources

Read for this unit (10 November 2026):

- National Coalition for Core Arts Standards, Theatre at a Glance (National Core Arts Standards, theatre): https://www.nationalartsstandards.org/sites/default/files/Theater_resources/Theatre%20at%20a%20Glance.pdf The PDF's columns run together when its text is extracted, so the grade 1 column was matched against a per-grade listing of the same standards (https://www.commonplanner.com/standards/national-core-arts-standards-4f837f24/theatre/grade-1-0fd4f6ab) and each phrase used was found in the PDF. Grade 1 lines used:
  - TH:Cr1.1.1 b: "Collaborate with peers to conceptualize costumes and props in a guided drama experience" (lesson 3).
  - TH:Cr2.1.1 a: "Contribute to the development of a sequential plot in a guided drama experience" (lessons 2 and 4).
  - TH:Cr3.1.1 a: "Contribute to the adaptation of the plot in a guided drama experience" (lesson 4).
  - TH:Cr3.1.1 c: "Collaborate to imagine multiple representations of a single object in a guided drama experience" (lesson 1's "one stick, many things" game).
  - TH:Pr4.1.1 b: "Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience" (lessons 1, 4 and 5; here mostly through the puppet's movement and the child's voice).
  - TH:Re7.1.1 a: "Recall choices made in a guided drama experience" (lesson 5).
  - TH:Re9.1.1 a: "Build on others' ideas in a guided drama experience" (lesson 4).
  - TH:Cn11.2.1 b: "With prompting and support, tell a short story in dramatic play or a guided drama experience" (lessons 2 and 5). This unit uses these lines as a guide; it does not claim to meet them.
- "Puppetry", Wikipedia: https://en.wikipedia.org/wiki/Puppetry Used for: puppetry is a form of theatre or performance in which a puppeteer moves puppets, objects that often look like a person or an animal; puppeteers use their hands and arms to move rods or strings; the puppeteer sometimes speaks in the puppet's voice; the script is called a puppet play. Lesson 1 uses the words "puppet" and "puppeteer" from this.

The story The Hat on the Hill, the role cards, the "one stick, many things" game and the lesson order are the author's own choices.

Known gaps and cautions

- Written 10 November 2026. Text-checked by Gemini 4 Argon the same day (all six files, links, timings and the NCAS theatre grade 1 lines): no errors, three optional notes (touch landmarks on the tactile story cards; a hat prop hand-off tip; children with show jobs join the puppet freeze), all added in 635565b, which Gemini 4 Argon also diff-checked the same day (see PEERCHECKS.md). Not yet checked by a teacher.
- The story is original and short on purpose. It has not been tried with children, so the length and the repeated lines may need changing.
- Only stick (rod) puppets are used. Glove, shadow and string puppets, and the long puppet traditions of many countries, are not covered; a later unit could look at them with real sources.
- Groups of four with fixed roles are a simple choice, not a rule. Classes that do not divide by four need a group of three (one child plays both Hen and Mouse) or five (two Winds).
- Pacing is untested. Lesson 3 (making) and lesson 4 (practice) are the most likely to run long; the show can spread over two sessions.
- Photos and visitors depend on school policy. Photograph puppets, not children's faces, unless your school's rules and families' permissions allow it.
- No standard for grade 1 arts was used to plan the whole year; see the grade 1 year plan. The National Core Arts Standards lines above were read for this unit only.

Lesson 1: What is a puppet?

Unit overview - Next: Lesson 2

Goal: Children learn the words "puppet" and "puppeteer", find out that one plain object can be many different things, and make a plain practice puppet walk, jump, stop and show a feeling.

Length: about 40 minutes.

Materials

- The teacher's demonstration duck puppet (card duck on a jumbo craft stick).
- One plain jumbo craft stick without card, for the "one stick, many things" game.
- One practice puppet per child, made before the lesson: a card circle taped by an adult to the top of a jumbo craft stick. Keep a few spares.
- Crayons or felt-tip pens (per group of four), for drawing a face on the practice puppet.
- Three feeling picture cards, large enough for the class to see: happy (a big smile), sad (a down-turned mouth and a tear), surprised (round eyes and round mouth).
- The table screen (a table with a cloth hanging down the front).
- A stop signal: a small bell plus a raised hand.
- A class list for notes.

Steps

✎ Opening (5 min)

1. Hide the duck puppet below the table screen. Say: "Someone has come to visit. Let's see if they are brave enough to come up." Bring the duck up slowly over the top edge, look around, and give it a small voice: "Hello! I am Duck. I live in Little Hill."
2. Make Duck walk along the top edge (small up-and-down bobs), jump, and stop still. Then come out from behind the screen with Duck.
3. Ask: "Is Duck really alive?" (No.) "What made Duck move?" (You did, your hand and the stick.) Say: "Duck is a **puppet**: an object that a person moves so it seems alive. The person who moves it is a **puppeteer**."

✎ Main activity (25 min)

1. **One stick, many things (5 min).** Hold up the plain craft stick. Say: "In a puppet show, one thing can be pretend for lots of things." Show one idea yourself: hold it like a spoon and pretend to stir soup. Pass the stick around a small circle (or around the class while seated). Each child who wants a turn shows what the stick could be (a toothbrush, a fishing rod, a magic wand, a flute, an oar). Children may pass. Say "Yes, it could be!" to every idea. The stick stays below faces; nobody points it at anyone.
2. **Puppet rules (2 min).** Give out practice puppets. Agree the rules and say them together: "Puppets point up. Puppets stay in front of me, not near faces. When the bell rings, puppets freeze."
3. **Draw a face (5 min).** Children draw a simple face on their circle with crayon. Any face is fine. Stop on the signal.

4. **Puppet moves (8 min).** Children sit or kneel in a space. Call out moves one at a time; children make their puppet do them, then freeze on the bell:
    - walk (small up-and-down bobs, side to side);
    - jump (a quick lift and back down);
    - stop and hold still (a "puppet freeze");
    - look one way, then the other way (turn the stick a little in the fingers);
    - fall asleep (sink slowly down);
    - wake up (rise slowly). Model each move with Duck first.
5. **Feelings (5 min).** Show the happy card. Ask: "How might a happy puppet move?" Take ideas (bouncy, quick, up high). Everyone tries; freeze on the bell. Do the same for sad (slow, droopy, low down) and surprised (a quick jump up, then very still). Say: "A puppet's face can't change, so the puppeteer shows the feeling by how it moves, and with their voice."

✓ Discussion questions (5 min, with answers)

- "What is a puppet?" (An object that a person moves so it seems alive.)
- "What do we call the person who moves it?" (A puppeteer.)
- "Duck's face never changed. How did we know Duck was happy?" (By how Duck moved: bouncy and quick; and the happy voice.)
- "Was it a problem that the stick was really just a stick?" (No; in a show we pretend it is something else, and the audience can pretend too.)

✓ Closing check (5 min, with answers)

Children stand or sit in a space with their practice puppet.

1. Say "walk", "jump" and "freeze", one at a time. Look for each child's puppet doing the move and freezing on the bell.
2. Show one feeling card (happy, sad or surprised). Children make their puppet show that feeling. Then show a second card.
3. Expected: the puppet walks, jumps and freezes on the signal; happy is bouncy or quick, sad is slow or low, surprised is a quick jump then still. Any movement the child can explain counts ("Mine is sad because it is lying down").

Note on a class list any child who could not yet freeze on the signal or show a feeling; check again in lesson 4 practice.

Collect the practice puppets. Keep the sticks for lesson 3.

Vocabulary

puppet, puppeteer, move, freeze, feeling, happy, sad, surprised, pretend

Differentiation

- **More support:** use only walk, jump and freeze; let the child copy Duck's moves; hold the puppet with two hands.

- **More challenge:** the child shows a feeling without a card and a partner guesses it; or shows "tired" or "cross" with movement only.
- **Holding a stick:** wider handle (stick taped to a ruler or wrapped in foam), both hands, elbow on the table, or a partner holds the puppet while the child says or signs which move to do.
- **Blind and low-vision children:** let them hold and feel Duck first; describe each move in words ("Duck goes up and down, up and down"); describe the feeling cards aloud.
- **Deaf and hard-of-hearing children:** use the raised hand for freeze as well as the bell; sign or point to the feeling cards.
- **Not speaking:** the child can point to the feeling card that matches their puppet instead of saying it.

⚠ Safety

- Only jumbo craft sticks with rounded ends.
- Puppets stay below other children's faces; check spacing before moves.
- During "one stick, many things", nobody pretends the stick is a sword or a weapon pointed at someone; if a child suggests one, they may show it pointed at the floor or pick another idea.

Teacher notes

- The words "puppet" and "puppeteer" follow the Wikipedia article "Puppetry" (read 10 November 2026; see the unit sources).
- The "one stick, many things" game follows the grade 1 theatre standard line about imagining "multiple representations of a single object" (see the unit sources). It also warms children up to pretending in the show.
- Make the duck puppet before the lesson: draw a duck about the size of your hand on card, cut it out, and tape it firmly to the top of a jumbo craft stick. It does not need to be beautiful; a simple shape is easier for children to copy.
- Keep the practice puppets' sticks; in lesson 3 an adult takes off the circle and tapes the new character card to the same stick.

Lesson 2: The Hat on the Hill

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children listen to a short story, join in its repeated lines, put its beginning, middle and end in order, and choose a part for their group's puppet show.

Length: about 40 minutes.

Materials

- The teacher's demonstration duck puppet.
- The red hat prop for the teacher: a tall red card hat with a band, taped by an adult to a jumbo craft stick. (Make one more per group of four for lesson 3.)
- The three large story picture cards (beginning: Duck walking up the hill in a red hat; middle: the wind blowing the hat away; end: Mouse finding the hat under a bush), and one small set per group of four.
- Four role cards per group of four (Duck, Hen, Mouse, Wind), each with a simple picture.
- The story text below, on a card for the teacher.
- A stop signal: a small bell plus a raised hand. A class list for notes.
- For access, as needed: a tactile story-card set (a felt hat stuck on each card in a different place, plus a string hill line and a felt bush flap as touch landmarks) and a sealed shaker for the Wind sound.

The story: The Hat on the Hill

Written for this unit (an example, not from a source). CC0.

> **Beginning.** In Little Hill, Duck had a new red hat: a tall hat with a band. "What a fine day," said Duck. "I will walk up the hill." Up, up, up the hill went Duck.
>
> **Middle.** At the top of the hill, along came the Wind. "Whoosh!" said the Wind. Off flew the hat! Up it went, and down it went, and away. "Oh no!" said Duck. "My hat!"
>
> Duck met Hen. "Hen, have you seen my hat?" "Not me, not me!" said Hen. "But I will help you look." Hen looked up high, in the tree. No hat.
>
> Duck and Hen met Mouse. "Mouse, have you seen my hat?" "Not me, not me!" said Mouse. "But I will help you look." Mouse looked down low, under the bush.
>
> **End.** "Here it is!" said Mouse. The red hat was under the bush. "Thank you, Mouse! Thank you, Hen!" said Duck, and put the hat back on, holding it with one wing. "Whoosh!" said the Wind. But this time, the hat stayed on.

Steps

✎ Opening (5 min)

1. Bring Duck up over the table screen with the hat prop held on top of its head. Duck says: "Hello again! Today I want to tell you about the day I lost my hat."

2. Remind the class: "Stories have a **beginning**, a **middle** and an **end**. In kindergarten you put three story cards in order. Today there is a new story."

✎ Main activity (25 min)

1. **Tell the story (7 min).** Tell The Hat on the Hill with Duck and the hat prop. Hold up each large picture card as you reach that part. At the "Whoosh!", drop the hat prop down behind the screen; at "Here it is!", bring it up again.
2. **Join in (6 min).** Tell it again. This time the class joins in:
    - everyone says (or signs) "Whoosh!" and waves one hand like the wind;
    - Duck's line "Have you seen my hat?" (the teacher points to the class);
    - the answer "Not me, not me! But I will help you look." Agree a simple action for each line together (for example open palms for "Have you seen my hat?", shaking head for "Not me, not me!").
3. **Order the cards (6 min).** Groups of four get a small set of story cards, mixed up. They put them in order: beginning, middle, end. Go round and ask one child per group: "What happens here?" for one card.
4. **Choose parts (6 min).** Give each group the four role cards: Duck, Hen, Mouse and Wind. Each child says or points to the part they would like. If two want the same part, they agree a fair way: one takes it now and the other chooses next, or they draw lots: an adult holds the wanted role card and one other card face down, and each child picks one. Explain: "Duck's puppeteer also holds the hat at the start. The Wind's puppeteer says 'Whoosh!' Mouse's puppeteer brings the hat back at the end." Write each child's part on the class list.

✓ Discussion questions (5 min, with answers)

- "What happens at the beginning?" (Duck has a new red hat and walks up the hill.)
- "What happens in the middle?" (The wind blows the hat away; Duck asks Hen and Mouse for help.)
- "What happens at the end?" (Mouse finds the hat under the bush, and this time Duck holds it on.)
- "How might Duck feel in the middle? How could a Duck puppet show it?" (Duck might feel sad or worried; the puppet could move slowly or droop, or say "Oh no!" in a sad voice. Other answers can be right if the child can say why.)
- "Why did Mouse find the hat, and not Hen?" (Hen looked up high; the hat was down low, under the bush, where Mouse looked.)

✓ Closing check (5 min, with answers)

1. Each group shows their three cards in order. Expected: Duck walking up the hill, then the wind blowing the hat away, then Mouse finding the hat.
2. Point to one card in each group and ask a child who has not answered yet to tell, sign or show (with their body or the role card) what happens in that part. Expected: one true thing about that part (for example "The wind blew it" for the middle card).

Note on the class list any child who put cards out of order or could not tell one part; check again one-to-one in lesson 5.

Vocabulary

beginning, middle, end, story, part, character, hat, wind, whoosh

Differentiation

- **More support:** the child orders just two cards first (beginning and end), then adds the middle; or points to the card when the teacher says "Show me where the wind blows the hat."
- **More challenge:** the child retells the whole story in order using the cards, or makes up a fourth card ("What happened the next day?").
- **Not speaking:** the child points to the card, uses the agreed actions for the repeated lines, or uses their communication device; the Wind part can be done with a hand wave and a shaker instead of words.
- **Blind and low-vision children:** describe each card in a few words as you hold it up; give the group a tactile card set (a felt hat stuck on each card in a different place: on Duck's head, in the air, under a bush; a string hill line and a felt bush flap on each card make the places easy to tell apart by touch) so they can order by touch.
- **Deaf and hard-of-hearing children:** face the child when telling the story; use the agreed actions for the repeated lines as signs.

⚠ Safety

- Keep the hat prop's stick pointing up and below faces when you bring it to show children.

Teacher notes

- The story is written for this unit and is released under CC0, so you can copy, change and share it. You may change the animals or the place.
- The beginning, middle and end follow the grade 1 theatre standard line about contributing to "a sequential plot" (see the unit sources).
- The three-card sort repeats the kindergarten term 3 routine, with a longer story and a "middle" that has more than one event. If many children find the middle hard, tell it as "the wind blew the hat, then Duck asked for help".
- Parts: roles are not about who is "best". Keep the role cards; children hold them in lesson 3 so they know which character to draw.

Lesson 3: Making our puppets

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Each child makes a stick puppet of their character. Groups talk about what each puppet needs so the audience can tell who is who, and check that another group can tell.

Length: about 40 minutes.

Materials

- The teacher's demonstration duck puppet.
- Each child's jumbo craft stick from lesson 1 (an adult takes off the practice circle before the lesson), plus spares.
- Card rectangles about the size of a hand, one per child, plus spares.
- Crayons or felt-tip pens, glue sticks, and small scraps of paper, fabric or wool (per group of four).
- Adult scissors and masking tape (adult use only); child safety scissors only if your school uses them at this age.
- The role cards from lesson 2 (one per child).
- One red hat prop per group of four (a tall red card hat with a band on a jumbo craft stick, made by an adult before the lesson).
- The three large story picture cards, to look at for ideas.
- A stop signal (bell plus raised hand). A class list for notes.

Steps

✎ Opening (5 min)

1. Hold up Duck. Ask: "If Duck didn't talk, how would you still know it is a duck?" Take answers (the beak, the shape, the feet, the colour).
2. Say: "These are **clues** for the audience. Today you make your puppet, and you give it clues so the audience can tell who it is."

✎ Main activity (25 min)

1. **Group talk (5 min).** Each group sits with its four role cards. Ask each group to agree one or two clues for each character. Go round and help with questions, not answers: "What does a hen have on her head?" "What is special about a mouse's tail?" "How could you draw the wind?" Ideas children often reach (examples, not rules):
    - Duck: a flat beak, webbed feet.
    - Hen: a red comb on top of the head, a pointed beak.
    - Mouse: round ears, a long thin tail, very small.
    - Wind: a cloud with puffed-out cheeks, swirly lines coming out. Each group also chooses one thing to add to their hat prop (a feather from scrap paper, a pattern on the band). One child adds it while the others draw.

2. **Draw and colour (12 min).** Each child draws their character big, so it fills most of the card, and colours it with strong colours so it can be seen from the back of the room. Children may glue on scraps (wool for a tail, fabric for feathers).
3. **Fix to the stick (8 min, overlapping).** As each child finishes, an adult cuts round the shape if the child wants (a rectangle is fine too) and tapes the card firmly to the top of the child's stick, at the back. While they wait, children practise a walk and a freeze with their new puppet, below faces.

✓ Discussion questions (5 min, with answers)

- "What clue did you give your puppet?" (Any clue the child chose, such as "Hen has a red comb.")
- "Why did we draw them big and bright?" (So the audience can see them from far away.)
- "Did your group have the same idea for the wind, or different ideas?" (Either is fine; different groups can show the wind in different ways.)

✓ Closing check (5 min, with answers)

Can they tell? Pair up groups. One group holds up its four puppets in a mixed order, one at a time, without speaking. The other group points to the matching role card (Duck, Hen, Mouse or Wind) or names it. Then swap.

Expected: the other group can name or point to each character from the puppet alone. If they can't, the maker adds one more clue next lesson. Note on the class list each child whose puppet was recognised, and any child who will add a clue.

Store puppets flat in a group tray, labelled with the group's name.

Vocabulary

clue, character, puppet, audience, prop

Differentiation

- **More support:** an adult draws a light outline of the character's shape on the card and the child colours and adds clues; or the child chooses from a few ready-made outlines.
- **More challenge:** the child adds a second, smaller clue (Hen's wing, Mouse's whiskers), or gives their puppet a moving part (a paper wing held on with one strip of tape so it flaps).
- **Blind and low-vision children:** use textured materials the child can feel (felt, wool, a card shape cut by an adult); thick dark outlines; the "Can they tell?" check can be done by feel, with the other group describing what they found.
- **Fine-motor needs:** larger card, chunky crayons, an adult or partner holds the card still; the child chooses the clues and colours, and that counts as making the puppet.
- **Colour vision:** the clues are shapes (beak, comb, ears, cheeks), so nobody depends on colour to recognise a character.

⚠ Safety

- Adults do all cutting with adult scissors and all taping to sticks.
- Glue sticks only. If any child still puts small things in their mouth, use only paper scraps, not wool or small fabric pieces.
- Puppets stay below faces while children wait and practise.

Teacher notes

- Talking about what each puppet needs follows the grade 1 theatre standard line about collaborating "to conceptualize costumes and props" (see the unit sources). The point is the talk, not perfect drawings.
- Children may make the same character in very different ways. That is fine, as long as the audience can tell who it is.
- If you have a group of three, one child makes both Hen and Mouse (two puppets, one in each hand, or they swap in the show). A group of five has two Winds.
- Keep the hat props with each group's puppets.

Lesson 4: Change one thing and practise

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Each group agrees one change to the story, adding to each other's ideas, and practises its version with puppets behind the table screen.

Length: about 40 minutes.

Materials

- The teacher's demonstration duck puppet and the teacher's hat prop.
- Each group's tray: four character puppets, their hat prop, role cards and small story cards.
- The table screen (two if you have them).
- Sticky notes and a pen for adults (to draw or write each group's change).
- Any clue scraps, crayons and glue sticks still needed from lesson 3, for puppets that need one more clue.
- A stop signal (bell plus raised hand). A class list for notes.

Steps

✎ Opening (5 min)

1. Any child who is adding a clue from lesson 3 does it now, with help.
2. Tell the class: "Storytellers often change a story a little. Today each group changes **one thing**." Show how ideas can grow, using Duck: "What if the wind blew the hat onto the pond?" Ask a child to add to it with "Yes, and..." (for example "Yes, and Duck swims out to get it!"). Say: "When we say 'yes, and', we keep someone's idea and add to it."

✎ Main activity (25 min)

1. **Choose one change (5 min).** Each group picks one change, using "yes, and" to build on each other's ideas. Offer a short menu if a group is stuck, but their own idea is better:
    - Where does the hat land? (On the pond, on the bakery roof, in the park.)
    - Who finds it? (Hen finds it this time, or all three find it together.)
    - What does Duck do at the end? (Ties the hat on with a ribbon, says a new line.)

    An adult draws or writes the change on a sticky note and puts it on the group's end card. Note on the class list who suggested an idea and who added to someone else's.
2. **Practise (20 min).** Groups take turns behind the table screen, about three minutes each. The adult tells the story slowly while the group moves the puppets and says or signs the lines, including their change. After each run, give one "star" (something that worked, such as "Hen looked so busy searching") and one "wish" (one thing to try, such as "hold Mouse up high enough for us to see"). Groups waiting their turn practise at their own table, holding puppets just above the table edge, with an adult or helper calling the lines.

Hat prop tip: at "Whoosh!", Duck lays the hat prop flat on the table behind the screen, and the finder (Mouse, or whoever finds it in the group's change) picks it up from there. Nobody grabs it from another child's hand.

Remind puppeteers of three tips before the first run:

- Keep your puppet up where the audience can see it, and still when it is not its turn.
- Move the puppet when it talks, so the audience knows who is speaking.
- Show how your character feels by how it moves.

✓ Discussion questions (5 min, with answers)

- "What did your group change?" (Any one change, for example "The hat landed on the pond.")
- "Who added to someone else's idea? What did they add?" (For example "I said the pond, and Sam said a frog finds it.")
- "How can the audience tell which puppet is talking?" (That puppet moves while it talks; the others keep still.)
- "Why change a story?" (To make it new or funny; to make it our own; storytellers often do.)

✓ Closing check (5 min, with answers)

Puppet freeze. Each group shows one moment from its story as a frozen picture behind the screen or at their table: the moment when Duck finds out the hat is gone. Ask each puppeteer, one at a time: "How is your character feeling? Show me with your puppet." Expected: the puppet shows a feeling the child can name or point to (Duck sad or worried, Wind pleased or excited, Hen or Mouse surprised or helpful), shown by how it moves or how it is held.

A child who will take a job in the show (announcer, bell ringer, Wind sound maker) still joins this freeze with their puppet at the table, so outcome 1 is checked for them too.

This is also the second check for outcome 1 for any child noted in lesson 1. Note each group's change and each child's part in it on the class list.

Vocabulary

change, "yes, and", practise, rehearse, audience, star, wish

Differentiation

- **More support:** the group picks a change from the menu; the adult prompts each line; the child moves the puppet while the adult speaks for it.
- **More challenge:** the group adds a new line for one character, or a new character made from a spare card on a stick.
- **Not speaking:** the child's puppet nods or shakes its head; a partner says the line; or the child plays a recorded line on a device.

- **Blind and low-vision children:** tell them where the screen's top edge is and let them feel it; a partner can tap their arm when it is their character's turn.
- **Deaf and hard-of-hearing children:** the adult storyteller faces the group and points to the character whose turn it is.
- **Wheelchair users and seated children:** use the screen set at seated height so everyone in the group holds puppets at the same level.

⚠ Safety

- The table screen stays standing on its feet; nobody stands on chairs.
- Behind the screen, children kneel or sit with space between them; puppets point up and stay below faces.
- Waiting groups keep puppets above their own table edge, not waving near others.

Teacher notes

- Changing one part of the plot follows the grade 1 theatre standard line about contributing "to the adaptation of the plot"; adding to each other's ideas follows the line "build on others' ideas" (see the unit sources).
- "Yes, and" is a simple way to show building on an idea. A child may still say "no" to an idea; the group then looks for one they all like.
- Three minutes per group is tight for six groups. If you have more than four groups, split practice over two days or use two screens with an adult at each.
- Keep the sticky-note change with each group's tray for the show.

Lesson 5: Our puppet show

Unit overview - Previous: Lesson 4

Goal: Each group performs its version of The Hat on the Hill for an audience. Children watch others' shows, spot how puppets showed feelings, and say, sign or show one choice they made.

Length: about 40 minutes (split over two sessions if you have more than six groups or visitors arrive late).

Materials

- Each group's tray: four character puppets, their hat prop, role cards, small story cards and the sticky note with their change.
- The table screen, with chairs or a carpet area for the audience facing it.
- The three large story picture cards (for the one-to-one checks).
- A stop signal (bell plus raised hand). A class list for notes.
- Optional: a small "programme" card listing the groups in order; a tablet or camera for photos of puppets (not faces) if school rules allow.

Steps

✎ Opening (5 min)

1. Set up the screen and the audience area. If visitors come, welcome them and explain in one sentence: "Each group will show the same story, with one change of their own."
2. Agree audience rules with the class: "Watch and listen. Clap at the end. Keep your own puppet still in your lap while others perform."
3. Give the audience a job: "After each show, be ready to tell us one way a puppet showed how it felt."

✎ Main activity (25 min)

1. **The shows (about 4 minutes per group).** An adult or a child announcer says the group's name and their change ("This group's hat lands on the bakery roof"). The adult tells the story slowly while the group moves the puppets and says or signs the lines. The audience joins in with "Whoosh!" and "Not me, not me!" if the group invites them.
2. **After each show (in the same 4 minutes).** Ask one or two audience members: "How did a puppet show how it felt?" (For example "Duck went slow and droopy when the hat blew away.") Then the group takes a bow, and the audience claps.
3. **One-to-one choice check (during the shows).** As each group finishes, a second adult, or the teacher while the next group sets up, asks each puppeteer at the side: "Tell me one thing you chose for your puppet." See the closing check for what counts.

✓ Discussion questions (5 min, with answers)

- "Were the shows all the same?" (No; each group made a different change, and the puppets looked and moved differently.)
- "What helped you know who was talking?" (That puppet moved; the others kept still; the puppeteer used a voice or sign.)
- "What did you enjoy about being a puppeteer, or about watching?" (Any answer; children may pass.)

✓ Closing check (5 min, with answers)

Finish any one-to-one checks not done during the shows. For each child:

1. **Choice (outcome 5).** "Tell me one thing you chose for your puppet." Expected: one real choice about their character, said, signed or shown, such as "I made Hen walk slowly because she is looking carefully", "I gave Mouse a long wool tail", or showing the jump Mouse did when she found the hat.
2. **Story order (outcome 2), only for children noted in lesson 2.** Lay out the three large story cards mixed up. Ask the child to put them in order and tell, sign or show one thing that happens in each part.

Record each child's answers on the class list. Children who did not perform in a puppet role but took a job (announcer, bell ringer, Wind sound maker) answer about the choice they made in that job.

Send puppets home only if your school allows and families want them; otherwise display them with a card naming the story, not the children.

Vocabulary

show, audience, perform, bow, choice, puppeteer

Differentiation

- **More support:** the child performs with a partner holding the puppet with them; the adult gives the child's line and the child moves the puppet. For the choice check, offer two options to point to ("Did you choose Mouse's tail, or how Mouse moved?").
- **More challenge:** the child acts as announcer for one group, or tells the audience what changed in their version and why.
- **Not speaking:** the child shows the choice with the puppet, points to it, signs, or uses their communication device.
- **Blind and low-vision children:** seat them near the screen; an adult or partner gives a short whispered description during other groups' shows if the child wants it.
- **Deaf and hard-of-hearing children:** seat them with a clear view of the storyteller and the puppets; the storyteller faces the audience.
- **Being watched:** any child may perform with a partner, take a job instead, or join for one line only. Nobody performs alone unless they want to.

⚠ Safety

- The table screen stays on its feet; nobody stands on chairs.
- Audience sits back from the screen, leaving a clear path for groups coming and going.
- Photos follow your school's rules; photograph puppets, not children's faces, unless families have given permission.

Teacher notes

- Recalling choices follows the grade 1 theatre standard line "recall choices made in a guided drama experience", and telling the story follows "with prompting and support, tell a short story" (see the unit sources).
- The show is a share, not a test. Praise effort and specific moments, not "the best group".
- If visitors come, keep the share short: two or three groups per session is often enough.
- Keep a few puppets (with the children's agreement) to show next year's class how a stick puppet works.

Grade 1 Health and PE: Moving and Dodging: Travelling, Warming Up and Safe Tag (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, footwear, medical and contact notes against your school's rules. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 1

Big idea

Our bodies can travel in many ways, along many paths, and change direction quickly. A short warm-up that starts gently and gets faster gets us ready to move. In chasing games we keep each other safe with our space, a gentle tag and rules that give everyone a turn.

This is the first health and PE unit of the grade 1 year (term 1). It builds on the kindergarten units: "my bubble" space, the stop signal and soft landings from Moving safely, stop and go, and clean hands, and taking turns from Taking turns, food and sleep, and stop, look, listen. Term 2 (planned) goes on to throwing, kicking and catching.

Outcomes

By the end of the unit a student can:

1. Travel in at least four ways (for example walk, jog, gallop, side-step, hop, or their own way of wheeling or moving) and change between them on a signal.
2. Follow a straight, curvy or zigzag pathway shown on a card.
3. Dodge: change direction quickly to get past a cone or away from a partner without touching anyone.
4. Say what a warm-up is for ("to get my body ready") and that it starts gently and gets faster; lead one move of the class warm-up.
5. Play a tag game safely: a gentle "butterfly tag" on the shoulder, upper arm or upper back only; keeping to the space; following the game's rules.

Prior knowledge

- From kindergarten: "my bubble" space, freezing on the stop signal, two-foot jumps with soft landings, and taking turns.
- Most six-year-olds can walk, run and jump; galloping and side-stepping are usually possible, and hopping and skipping are still developing. Skipping usually keeps improving between about 7 and 12, so many children will not skip yet. Praise trying and their own way of moving.
- Many children already play chasing games at break time, often with their own rules. The unit uses that knowledge and adds safety rules.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal from kindergarten is used in every lesson, and the class warm-up from lesson 2 starts lessons 3-5.

Lesson	Title	Main activity
1	Many ways to travel	Travelling words, pathway cards, high and low
2	Wake up, body!	Building a class warm-up that starts gently and gets faster
3	Dodge and swerve	Zigzag cones, side-steps and a "shadow and dodge" partner game
4	Safe tag	Butterfly tag, safe hoops and rotating taggers
5	Moving and dodging show	Stations and a one-to-one check

Materials (whole class unless noted)

- A hall, playground or cleared space with clear edges, at least a couple of metres from walls and furniture. Cones or floor spots to mark the edge.
- The stop signal from kindergarten, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square.
- A class list for notes (every lesson). Water available in every lesson.
- Ear defenders and a quiet spot at the edge for children who need them (every lesson).
- Lesson 1: eight large travel cards, each with a word and a simple stick picture (walk, jog, gallop, side-step, hop, jump, tiptoe, "your own way"); three large pathway cards with a thick drawn line (straight, curvy, zigzag); a set of the three pathway cards (smaller copies) per group of four; floor tape or chalk to lay one example of each path; blank small cards and a pencil per group for early finishers.
- Lesson 2: six large warm-up cards with a word, a stick picture and dots from 1 (gentle) to 3 (faster), so the order can be read without colour: march (1), arm circles (1), knee lifts (2), side-steps (2), leg swings holding a wall or partner (2), jog gently (3); a set of the six cards (smaller copies) per group of four; the lesson 1 travel cards.
- Lesson 3: the large warm-up cards; about 20 cones or floor spots for zigzag lanes (five per lane, four lanes, about 1.5 metres apart); four lane-start floor spots.
- Lesson 4: the large warm-up cards; three to four tagger bibs (or soft sashes), each also marked with a big star shape so taggers can be seen without colour; six hoops or floor spots as safe "dens"; a large "where to tag" picture card (a body outline with the shoulders, upper arms and upper back shaded and the head, face and neck crossed out) and a second, plain body-outline card with no shading for checks; a timer with a second hand for the teacher; one or two short, soft foam noodles (about 50 cm); if touch tag is not allowed, one soft cloth "tail" (about 40 cm) per child.
- Lesson 5: the travel, pathway and warm-up cards (large and small sets); about 10 cones or floor spots and two lane-start spots for two zigzag lanes; two tagger bibs, three dens, the "where to tag" and plain outline cards, the foam noodles (and tails if used); three station signs with a picture (travel, dodge, tag); the timer.
- For blind or low-vision children: a sighted guide partner (every lesson); a raised-line copy of each pathway card (a line of dried glue on card); glue dots on the small warm-up cards; a small bell or shaker for the guide to sound before each turn in the zigzag.

⚠ Safety and access

- **Space and floor:** check the space for hazards before each lesson. Trainers or bare feet on a suitable surface, as your school allows; no socks on a slippery floor. Mark edges well away from walls.
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy, diabetes) and follow each child's plan; keep inhalers to hand. Children can rest at the edge whenever they need to.
- **Stop signal for everyone:** always give it as a sound and as something to see, so deaf children and children who are not looking both get it.
- **Contact:** tags are a gentle tap with an open hand on the shoulder, upper arm or upper back only; never the head, face or neck; no pushing, pulling or grabbing clothes. Any child may choose not to be tagged by hand and use a foam noodle tag instead (or be tagged that way), with no reason needed.
- **Moving in your own way:** children who use a wheelchair, walker or crutches travel, dodge and tag in their own way (wheeling, turning, a foam noodle tag). Blind or low-vision children can travel with a sighted guide partner (holding hands, an elbow, or a short soft loop held by both) and can be told about the pathways by touch with a raised-line card (glue lines on card) as well as by walking them with the guide. Children who find noise or crowds hard can have ear defenders, a quiet spot at the edge and a smaller group.
- **Everyone keeps playing:** no tag game in this unit knocks children out; being tagged means a short job (freeze, or swap roles), then back in.
- **Feeling your heart:** in lesson 2 children may put a hand on their own chest to feel their heart. This is opt-in; children who do not want to can notice breathing or feeling warm instead.

Assessment

- Lessons 1-4: the teacher watches for changing travel on a signal, following a pathway, dodging without touching and gentle tags in the right place, and notes it on a class list.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 4 minutes per child). Plan extra small-group or one-to-one slots in the week to finish the checks; some children show more when the whole class is not watching.

Sources

- Wikipedia, "Warming up" (read 9 November 2026): https://en.wikipedia.org/wiki/Warming_up
- A warm-up generally has a gradual increase in intensity (a "pulse raiser"), joint mobility exercise and stretching, followed by the activity; warm-ups should be specific to the activity.
- Dynamic stretching (moving a body part through its range) is recommended as part of a warm-up; static stretching held too long may weaken muscles and is not recommended as part of a warm-up.
- Evidence on warm-ups preventing injury is mixed; a 2010 meta-analysis found improved performance in about four-fifths of studies.
- Wikipedia, "Tag (game)" (read 9 November 2026): https://en.wikipedia.org/wiki/Tag_(game)

- Many variants; safe areas ("base", "den") where players cannot be tagged; freeze tag, where tagged players stay still until a free player unfreezes them.
- Some schools ban tag over injuries, rough play and complaints that it can lead to harassment; some allow only supervised tag with "butterfly tagging", a light tap on the shoulders, arms or upper back.
- A quoted president of the US National Association for Sport and Physical Education said teachers must modify rules, choose boundaries and keep pupils safe, and emphasise tag games that develop participation, fair play and cooperation.
- Wikipedia, "Gross motor skill" (read 9 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- By 5, balance and running have improved; between about 7 and 12 children's running speed increases and they get better at skipping.
- The grade 1 year plan (health and PE, term 1).
- No health or PE standard was read for this unit.

Known gaps

- No official standard was read. The choice and order of skills is mine, based on the grade 1 year plan.
- Sources on warm-ups and injury disagree, so the unit says a warm-up "gets your body ready" and does not promise that it stops injuries.
- The unit uses moving stretches (leg swings, arm circles) and no long held stretches, following the warm-up source; check this against your school's PE guidance.
- Tag rules differ between schools; some do not allow tag. Lesson 4 can be played as "tail tag" (taggers pull a cloth tail tucked into the waistband, no touching) if touch tag is not allowed.
- Skipping is only offered as a try; many grade 1 children will not skip yet.
- Pacing is untested; a class new to the space may need two sessions for lesson 4.
- Gemini 4 Argon text-checked the README and lessons 1-5 at 1b0b206 on 9 November 2026 (timings, links, counts, the warm-up order, safety and access routes were consistent); three notes (a plain outline card for the tag checks, tail-tag answer guides, water and ear defenders in every lesson's materials) were fixed in 8a891cb, which Argon also diff-checked the same day (see PEERCHECKS.md). This is a peer check by an AI agent, not an educator review.
- The order of lessons, the games and the timings are my choice, not taken from a source.

CC0 1.0. Games, cards and the warm-up in this unit were written for it and are also CC0.

Lesson 1: Many ways to travel

Unit overview - Next: Lesson 2

Goal: Children travel in at least four ways, change on a signal, and follow straight, curvy and zigzag pathways while keeping their own space.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- Eight large travel cards, each with a word and a stick picture: walk, jog, gallop, side-step, hop, jump, tiptoe, "your own way".
- Three large pathway cards with a thick drawn line: straight, curvy, zigzag.
- A set of the three pathway cards (smaller copies) per group of four.
- Floor tape or chalk to lay one example of each path.
- For blind or low-vision children: a raised-line copy of each pathway card (a line of dried glue on card), and a sighted guide partner.
- Blank small cards and a pencil per group (early finishers).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "In kindergarten we learned our bubble and the stop signal. Show me your bubble with your arms. Now freeze!" (give the signal). "Today we find lots of different ways to travel."

Warm-up (5 min)

Walk in the space, then march, then jog gently, freezing on the signal three or four times. "Bubbles safe? Who is moving into the empty spaces, not following a friend?"

✎ Main activity (15 min)

1. **Travel cards (6 min).** Hold up one card at a time, say the word, and show it. Children travel that way until the stop signal. Try walk, jog, gallop (one foot always in front, like a horse), side-step (step together sideways, facing the same way), tiptoe, jump, hop (holding a partner's hand or the wall is fine), and "your own way". Children who use a wheelchair, walker or crutches show each card in their own way (fast and slow wheeling, turning, a big arm swing for "jump").
2. **High and low (3 min).** Travel tall (on tiptoe, arms up) and small (crouched walk, or leaning low in a chair). Change on the signal.

3. **Pathways (6 min).** Show the three pathway cards and walk each one on the taped or chalked example. Groups of four get a set of small cards; one child holds up a card and the others travel that path in the space, then swap the card holder. Blind or low-vision children trace the raised-line card with a finger, then walk the path with their guide.

✓ Discussion questions (4 min)

- "Which way of travelling was fastest? Which was slowest?" (Answer guide: usually jogging is fastest and tiptoe or crouching is slowest; accept what children noticed.)
- "How did you keep your bubble when everyone was zigzagging?" (Answer guide: looking up, going into empty spaces, slowing down near others; any sensible safety idea.)

✓ Closing check (3 min)

Hold up a travel card and a pathway card together (for example "gallop" + "curvy"); children travel that way until the stop signal. Do three pairs. (Answer guide: watch who changes travel and path to match both cards and stops without bumping; note it on the class list.)

Vocabulary

travel, walk, jog, gallop, side-step, hop, tiptoe, pathway, straight, curvy, zigzag, high, low

Differentiation

- Support: travel beside an adult or partner; use only two cards at a time; walk every path before trying it faster.
- Stretch: make up a new way to travel and teach it to the group; try a skip (step-hop, step-hop) as an extra card.
- Early finishers in the pathway groups: draw a new pathway on a blank small card (a spiral, a wave) for the group to try.

⚠ Safety

- Galloping and hopping can tire legs quickly; keep each turn short.
- Hopping is a try, not a test. Holding on is fine, and children may hop on either foot.
- Cards are read aloud and shown, so children who cannot read yet, and deaf children, both get them.

Teacher notes

- "Side-step" here means stepping sideways and bringing the feet together; it comes back in lesson 3 for dodging.

Lesson 2: Wake up, body!

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children learn that a warm-up gets the body ready, that it starts gently and gets faster, and they put a class warm-up in order.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- Six large warm-up cards with a word, a stick picture and dots: march (1 dot), arm circles (1 dot), knee lifts (2 dots), side-steps (2 dots), leg swings holding a wall or partner (2 dots), jog gently (3 dots).
- A set of the six warm-up cards (smaller copies) per group of four.
- The eight travel cards from lesson 1 (for the warm-up).
- For blind or low-vision children: raised dots (glue dots) on the small warm-up cards so the order can be felt.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "Who has seen a cat wake up? It stretches and moves slowly first, then it can run." Ask: "What do you think a warm-up is?" (Accept ideas.) Say: "A warm-up gets our bodies ready to move. It starts gently and gets faster."

Warm-up (5 min)

Use the lesson 1 travel cards: walk, then side-step, then gallop gently, freezing on the signal. "This was a warm-up too. Did it start gently?"

✎ Main activity (15 min)

1. **Learn the moves (5 min).** Show each large warm-up card and do it together for about 20 seconds: march on the spot; arm circles (small, then bigger, forwards then backwards); knee lifts (marching high); side- steps across the space and back; leg swings (hold the wall or a partner, swing one leg gently forwards and back, then the other); jog gently. Point out the dots: one dot is gentle, three dots is faster. Children in a wheelchair do arm circles, shoulder rolls and pushing forwards and back; any child may do the moves seated.

2. **Feel the change (3 min).** After the jog, freeze. "Put a hand on your chest if you want to. Can you feel your heart? Is it faster than when we sat down?" (Usually yes.) Children who prefer not to can notice their breathing or feeling warmer.
3. **Order the warm-up (7 min).** Groups of four get the six small cards and put them in an order that starts gently and gets faster (one-dot cards first, three-dot card last). Each group then leads its warm-up once while the class follows, about 10 seconds a move. Blind or low-vision children feel the glue dots to sort the cards.

✓ Discussion questions (4 min)

- "Why do we start gently, not with our fastest running?" (Answer guide: so our bodies get ready step by step; to warm up our muscles slowly; accept sensible ideas.)
- "When else might people warm up?" (Answer guide: before sport, before dancing, singers before singing; any reasonable example.)

✓ Closing check (3 min)

Hold up three warm-up cards out of order (for example jog gently, march, knee lifts). "Which comes first, and which comes last?" Children point or say. (Answer guide: march first (1 dot), knee lifts next (2 dots), jog gently last (3 dots). Note who orders them correctly.)

Vocabulary

warm-up, gently, faster, heart, breathing, ready, muscles

Differentiation

- Support: sort only three cards (one of each dot number); do the moves next to an adult.
- Stretch: add a move of their own and decide how many dots it gets.
- Early finishers: practise leading the class warm-up in a clear loud voice or with clear signs.

⚠ Safety

- Leg swings are always done holding a wall or a partner, and gently.
- No long held stretches in this warm-up; we keep moving.
- Feeling your heart is opt-in. Never ask a child to touch someone else's chest.
- Water available; children with asthma follow their plan and may rest.

Teacher notes

- The source we used says a warm-up builds up gradually and includes moving stretches; it also says evidence on warm-ups preventing injury is mixed. So say "gets our bodies ready", not "stops us getting hurt".
- Keep the class warm-up from this lesson; it starts lessons 3-5.

Lesson 3: Dodge and swerve

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children change direction quickly to get past a cone or away from a partner, without touching anyone.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from lesson 2.
- About 20 cones or floor spots for zigzag lanes (five per lane, four lanes), placed about 1.5 metres apart in a zigzag.
- Four lane-start floor spots.
- For blind or low-vision children: a sighted guide partner; a small bell or shaker for the guide to sound at each turn.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "Have you ever had to move quickly out of the way, like when a ball rolls towards you or someone runs past?" Show a dodge: walk forwards, plant one foot, push off it and go the other way. "That's a dodge. Today we learn to dodge and swerve."

Warm-up (5 min)

The class warm-up from lesson 2, led by one group using the large cards.

✎ Main activity (15 min)

1. **Zigzag lanes (6 min).** Groups line up at the four lane-start spots. One child at a time walks the zigzag, going round each cone, then jogs back down the side of the lane to the start. Second turn: side-step the zigzag. Third turn: jog it, "push off your outside foot to turn". Next child starts when the one in front reaches the second cone.
2. **Shadow and dodge (6 min).** Pairs, in their own part of the space. One is the "shadow", one the "dodger". The dodger moves slowly and changes direction; the shadow tries to stay close, about one big step away, with no touching. On the signal, freeze: "Shadows, could you reach your dodger with one step?" Swap roles. Then speed up a little.

3. **Fake and go (3 min).** Pairs again: the dodger leans one way, then goes the other. Shadows try not to be fooled. Swap.

✓ Discussion questions (4 min)

- "What helped you dodge quickly?" (Answer guide: bending knees, small fast steps, pushing off one foot, looking where you want to go, leaning one way and going the other; accept what children noticed.)
- "How did you keep from touching your partner?" (Answer guide: watching them, slowing down, keeping a step away; any sensible idea.)

✓ Closing check (3 min)

Each child, in their lane, does one jogged zigzag (or one moved in their own way). (Answer guide: watch who changes direction at every cone without knocking cones or touching others; note it on the class list.)

Vocabulary

dodge, swerve, change direction, zigzag, push off, fake, shadow

Differentiation

- Support: walk the zigzag only; widen the gaps between cones to about 2 metres; an adult is the shadow.
- Stretch: put the cones closer (about 1 metre); dodge in a "fake and go" without looking at the floor.
- Wheelchair users: zigzag with wider spacing (about 2 metres); in shadow and dodge, turn and change direction in their own way.
- Blind or low-vision children: walk or jog the zigzag with a guide, who sounds the bell or shaker just before each turn.
- Early finishers: help reset knocked cones.

⚠ Safety

- Lanes are spaced at least 3 metres apart, and children return down the outside of their own lane.
- Shadows never grab or touch; it is a game of staying close, not catching.
- Quick turns are hard on a slippery floor; walk them if the floor is not grippy.

Teacher notes

- Watch for children who turn by stopping completely. Show the bent knees and push off the outside foot, but praise any safe turn.
- Lesson 4 uses these dodges in a tag game.

Lesson 4: Safe tag

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children play tag safely: gentle butterfly tags in the right place, keeping to the space, using dodges, and following rules that give everyone a turn.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from lesson 2.
- Three to four tagger bibs (or soft sashes), each also marked with a big star shape so taggers can be seen without colour.
- Six hoops or floor spots as safe "dens".
- A large "where to tag" picture card: a body outline with the shoulders, upper arms and upper back shaded, and the head, face and neck crossed out.
- A second, plain body-outline card with no shading, for the closing check.
- A timer with a second hand for the teacher.
- One or two short, soft foam noodles (about 50 cm) for tagging from a wheelchair or for children who choose noodle tags.
- If touch tag is not allowed at your school: one soft cloth "tail" (about 40 cm) per child, tucked loosely into the waistband at the back.
- For blind or low-vision children: a sighted guide partner.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "Who plays chasing games at break time? What are they called?" (Accept names: tag, tig, it, chase.) "Some chasing games can end with someone getting hurt or upset. Today we learn to play a safe tag where everyone gets to play the whole time."

Warm-up (5 min)

The class warm-up from lesson 2, then one minute of the zigzag dodges from lesson 3 in the open space.

✎ Main activity (15 min)

1. **Safe tag rules (3 min).** Show the "where to tag" card. "A butterfly tag is a gentle tap with an open hand, like a butterfly landing, on the shoulder, upper arm or upper back. Never the head, face or neck. No pushing, pulling or grabbing clothes." Practise: each

child gives a partner one butterfly tag on the upper arm, and says "too hard" or "just right". Any child can say "noodle, please" and be tagged only with the foam noodle; no reason needed.

2. **Freeze tag with dens (10 min).** Three or four taggers wear the star bibs. Tagged players freeze with arms out wide. A free player unfreezes them by gently tapping their hand. The six hoops are dens: one child per den, and only while you count to five, then out. Every 60 seconds, give the stop signal and give the bibs to new taggers, so every child who wants a turn as tagger gets one. Nobody is ever out.
3. **Check the rules (2 min).** Stop. "Hands up if you got a butterfly tag that was too hard." Talk about it calmly, without blaming, and play one more round.

✓ Discussion questions (4 min)

- "Why do we change the taggers every minute?" (Answer guide: so everyone gets a turn; so taggers don't get too tired; so it is fair.)
- "What makes tag fun and safe for everyone?" (Answer guide: gentle tags, only on shoulder, upper arm or upper back; staying in the space; no one is out; dens; stopping on the signal; any sensible idea.)

✓ Closing check (3 min)

Show the plain body-outline card (no shading). "Point to where a butterfly tag goes." Then: "Tell your partner one rule of safe tag." (Answer guide: shoulder, upper arm or upper back; rules such as gentle open hand, never head, face or neck, no pushing or grabbing, nobody is out, stop on the signal. If your class plays tail tag: point to where the tail is tucked, at the back of the waist; rules such as pull only the tail, never touch the body, hand the tail back. Note who points to the right place and names a rule.)

Vocabulary

tag, tagger, butterfly tag, gentle, den, freeze, unfreeze, fair, rule

Differentiation

- Support: play in a smaller space with one tagger and an adult beside the child; walking-only tag.
- Stretch: taggers work as a team and choose who chases whom; free players try "fake and go" dodges from lesson 3.
- Wheelchair users: tag with a foam noodle; dens can be any floor spot they can reach; if needed, play a "walking pace" round where everyone walks.
- Blind or low-vision children: play with a sighted guide partner, both holding hands; the pair counts as one player and swaps who chooses where to go.
- Children who find the game too much: be the "den keeper" who counts to five aloud, or the timekeeper with the teacher, and join when ready.

⚠ Safety

- Taggers jog, never sprint, in a shared space; if bumps start, play a walking round.
- Mark the edges well away from walls and poles; nobody runs near the edges.
- Respect "noodle, please" every time.
- If touch tag is not allowed, play "tail tag": taggers pull a tail instead of tagging, then hand it back; nobody touches a body.

Teacher notes

- Some schools restrict tag because of injuries and children feeling picked on. Supervised tag with butterfly tags, dens and no one being out is one way to keep the fun and lower those risks; follow your school's rules.
- Watch who never asks to be tagger and offer them a turn quietly.

Lesson 5: Moving and dodging show

Unit overview - Previous: Lesson 4

Goal: Children show what they have learned at three stations, lead the warm-up, and take part in a short one-to-one check.

Length: about 30 minutes, plus one-to-one check slots in the week.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The eight travel cards and three large pathway cards from lesson 1, and a set of small pathway cards.
- The six large warm-up cards from lesson 2, and the small sets (one per group of four).
- About 10 cones or floor spots for two zigzag lanes, and two lane-start floor spots (from lesson 3).
- Two tagger bibs with stars, three hoops or floor spots as dens, the "where to tag" card, the plain body-outline card and one or two foam noodles (from lesson 4); tails if your school uses tail tag.
- Three station signs with a picture: travel, dodge, tag.
- A timer with a second hand for the teacher.
- For blind or low-vision children: the raised-line pathway cards, glue-dot warm-up cards, a sighted guide partner and a bell or shaker.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes, and the one-to-one check below.

Steps

✎ Opening (3 min)

Sitting. "This is our show lesson. You will show your travelling, your dodging and your safe tag, and one group will lead the warm-up."

Warm-up (5 min)

A group chosen in advance leads the class warm-up with the small cards, in the order the group chose. Any child can lead a move by doing it, by saying it, or by holding up the card.

✎ Main activity: stations (15 min)

Three groups rotate every 5 minutes on the stop signal.

1. **Travel station.** One child holds up a travel card and a pathway card together; the others travel that way. Swap the card holder each time.

2. **Dodge station.** Two zigzag lanes: walk, side-step, then jog the zigzag; then "shadow and dodge" in pairs.
3. **Tag station.** Freeze tag with dens in a small space, two taggers, swapping bibs every minute. An adult stays at this station.

The teacher moves between stations, noting on the class list.

✓ Discussion questions (4 min)

- "What can you do now that you couldn't do at the start?" (Answer guide: any honest answer: gallop, side-step, zigzag, dodge, gentle tags, lead the warm-up.)
- "What would you teach a younger child about safe tag?" (Answer guide: butterfly tags on the shoulder, upper arm or upper back; no pushing; nobody is out; stop on the signal.)

✓ Closing check (3 min)

Class warm-down: walk slowly in the space, then march on the spot more and more slowly, then stand still and take three slow breaths. "Is your body calmer now?" (Answer guide: children show a thumb up, middle or down, or say it. This is a feelings check, not a right or wrong answer.)

One-to-one check (about 4 minutes per child)

Do this with one child at a time, at the edge of the space during stations or in a separate slot. Children show in their own way; moving in their own way counts as success.

1. **Travel.** Show four travel cards one at a time (for example walk, gallop, side-step, "your own way"). (Answer guide: travels in each way, or their own version of it, and changes on request.)
2. **Pathway.** Show the zigzag card. "Travel this path to the cone and back." (Answer guide: clear changes of direction, not a straight line.)
3. **Dodge.** Set three cones in a zigzag. "Go round the cones and come back." (Answer guide: changes direction at each cone without knocking them over; speed does not matter.)
4. **Warm-up.** "What is a warm-up for? Does it start gently or fast?" (Answer guide: "to get my body ready" or similar; starts gently and gets faster. Children may point to the one-dot and three-dot cards instead of speaking.)
5. **Safe tag.** Show the plain body-outline card (no shading). "Point to where a butterfly tag goes, and tell me one safe tag rule." (Answer guide: shoulder, upper arm or upper back; a rule such as gentle open hand, never head, face or neck, no pushing, nobody is out. If your class plays tail tag: the back of the waist, where the tail is tucked; a rule such as pull only the tail, never touch the body, hand the tail back.)

Vocabulary

travel, pathway, dodge, warm-up, warm-down, butterfly tag, station

Differentiation

- Support: an adult travels with the child at stations; in the one-to-one check, the child may copy the adult first, then try alone.
- Stretch: lead the dodge station and set new cone spacing; invent a new tag rule that keeps everyone safe and explain it.
- Non-speaking children answer checks 4 and 5 by pointing to cards or by signing.
- Early finishers at a station: help reset cones or hold the cards.

⚠ Safety

- Same rules as lessons 1-4: stop signal seen and heard, butterfly tags only, "noodle, please" respected, nobody out, jog not sprint.
- An adult stays at the tag station.
- Water available; children may rest at the edge.

Teacher notes

- The warm-down is not in the earlier lessons; it is a calm end to the unit and can be used after any later PE lesson.
- Keep the travel, warm-up and "where to tag" cards; term 2 (planned) uses the warm-up again.

Grade 1 Health and PE: Throw, Catch, Kick and Calm Down (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, medical and wellbeing notes against your school's rules. Text-checked by two other agents (Gemini 4 Argon, GPT-6.1 Terra); see Known gaps.

Back to the grade 1 year plan - Term 2

Big idea

We can send and receive objects: throw a beanbag to a target, catch something coming towards us, and kick a ball along the ground to where we want it to go. These skills get better with practice, and missing is part of practising. When a feeling gets big (for example when we keep missing), there are things we can try that may help us calm down, and a grown-up we can tell.

This is the second health and PE unit of the grade 1 year (term 2). It builds on Balance, jumping, ball skills and feelings words from kindergarten (rolling, a two-handed underarm throw, catching a big ball, five feelings words) and on the grade 1 term 1 unit Moving and dodging (the class warm-up, the stop signal and lanes). Term 3 goes on to games with fair rules, teeth, medicines and asking for help.

Outcomes

By the end of the unit a student can:

1. Throw a beanbag underarm towards a target, stepping forward with the foot opposite the throwing hand (or in their own way), so that it lands in or near a hoop about 3 metres away.
2. Catch a scarf they toss up themselves, and catch (or trap against the body) a large soft ball thrown gently from about 2 metres, with "ready hands" and eyes on the ball (or an agreed alternative, such as stopping a rolled bell ball by listening).
3. Kick a still ball along the ground with the inside of the foot through a cone gate about 3 metres away (or send it in their own way), and stop a gently rolled ball.
4. Say how a character in a made-up story might feel, using a feelings word (the kindergarten words or the new words frustrated, worried, proud and excited).
5. Show or tell two ways to calm down that may help when a feeling is big (for example slow breaths, counting to five, squeeze and let go, going to the calm spot, telling a grown-up you trust).

Prior knowledge

- From kindergarten: rolling a big ball to a partner, a two-handed underarm throw, catching or trapping a big soft ball from close by, and the words happy, sad, cross or angry, scared and calm, with one thing that can help when a feeling is big (from the story of Sami's tower).
- From grade 1 term 1: the class warm-up, the stop signal (heard and seen), lanes, and moving in your own way.

- Throwing, catching and kicking vary a great deal at six. Many children still catch by trapping the ball against their chest, and many throw without stepping forward yet. These skills usually keep improving for years. Praise watching the target or ball and "ready hands", not just hits and catches.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal is used in every lesson, and the class warm-up from term 1 starts every lesson.

Lesson	Title	Main activity
1	Throw to a target	Underarm beanbag throws into hoops at three distances
2	Ready hands	Scarf catches, beanbag self-catches, partner catches with a big soft ball
3	Kick and stop	Kicking a still ball through cone gates; stopping a rolled ball
4	Big feelings, calm bodies	A made-up story (Remy's beanbag game), new feelings words, five calm-down ways, "pause, breathe, try again"
5	Throw, catch and kick stations	Three stations and a one-to-one check

Materials (whole class unless noted)

- A hall, playground or cleared space with clear edges, at least a couple of metres from walls and windows. Cones or floor spots to mark the edge.
- The stop signal, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square.
- The six large warm-up cards from term 1 (every lesson).
- A class list for notes (every lesson). Water available in every lesson.
- Ear defenders and a quiet spot at the edge for children who need them (every lesson).
- Lesson 1: one beanbag per child; eight hoops; 24 floor spots (three throwing lines per hoop, at about 2, 3 and 4 metres; tape or chalk marks also work); one large "how to throw" picture card (look, swing back, step with the other foot, let go and point).
- Lesson 2: one soft chiffon or juggling scarf per child; one beanbag per child; one large, soft foam ball (about 20 cm across) per pair; four or five small soft foam balls (about 10 cm) for the stretch; 30 floor spots (two per pair, about 2 metres apart); one large "ready hands" picture card (hands out in front, fingers spread, eyes on the ball).
- Lesson 3: one large soft foam ball per pair (the same balls as lesson 2, or soft size 3 footballs); 16 cones for eight gates, each about 1 metre wide; 16 floor spots (a kicking spot about 3 metres from each gate and a partner spot just behind each gate); one large "how to kick" picture card (stand beside the ball, swing, kick with the inside of the foot, watch the ball); a foam noodle (about 50 cm) for children who push the ball instead of kicking.
- Lesson 4: one large picture of Remy (a made-up child) for each of the four parts of the story; nine large feelings cards with drawn faces and the word (happy, sad, cross, scared, calm, frustrated, worried, proud, excited); five large calm-down cards with a picture and the word (slow breaths, count to five, squeeze and let go, calm spot, tell a grown-up you trust); a set of the five calm-down cards (smaller copies) per group of four; the class calm spot (or a mat or corner set up as one); one beanbag per child, eight hoops and eight floor spots at about 3 metres from the lesson 1 throwing game.
- Lesson 5: three station signs with a picture (throw, catch, kick); the lesson 1 throwing set for one station (beanbags, four hoops, 12 floor spots); the lesson 2 scarves, foam balls and

floor spots for one station; the lesson 3 cones and balls for four gates; the "how to throw", "ready hands" and "how to kick" cards; the Remy pictures, feelings cards and calm-down cards for the one-to-one check; the foam noodle; a separate check corner with one hoop, two cones as a gate, three floor spots (3 metres from the hoop, 3 metres from the gate, 2 metres from the teacher), three beanbags, one scarf and one foam ball.

- For blind or low-vision children (every lesson): a sighted guide partner; a ball with a bell inside (or a foam ball in a crisp plastic bag, which rustles); for throwing, a sound source left in the hoop with nobody near it (a battery-powered beeper or small radio), placed and fetched only while throwing is stopped; for kicking, a small bell or clapper for the partner behind the gate (the soft ball rolls along the ground); raised-line copies of the "how to" picture cards (glue lines on card) and of the calm-down cards.

⚠ Safety and access

- **Space and floor:** check the space before each lesson. Trainers or bare feet on a suitable surface, as your school allows. Keep throwing and kicking well away from windows, doors and walls with pictures.
- **Soft equipment only:** beanbags, scarves and large soft foam balls (or soft size 3 footballs for kicking). No hard balls, and no balloons (latex allergy and bursting).
- **One direction:** in every throwing and kicking game everyone sends in the same direction, from lines or spots. Nobody walks into the target area to collect until the stop signal and "collect" are given. Kicking lanes are at least 3 metres apart.
- **Faces:** throws are aimed at hoops, gates or a partner's "ready hands" at chest height, never at anyone's face or head. Partners throw gently and only when the catcher says or shows "ready".
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy, diabetes) and follow each child's plan; keep inhalers to hand. Children can rest at the edge whenever they need to.
- **Stop signal for everyone:** always give it as a sound and as something to see.
- **Moving in your own way:** children who use a wheelchair or walker throw and catch seated or standing as suits them; instead of kicking they can push the ball along the floor with a hand, a foot rest or a foam noodle. Blind or low-vision children use the bell ball, a guide, and a sound at the target; catches can be rolled along the floor. Children without full use of their hands can trap a ball against their body, or send it by pushing or kicking; their own way counts. Children who find noise hard can wear ear defenders and work in a smaller group.
- **Feelings and calm-down ways:** feelings are only talked about through Remy, a made-up child. Never ask children about their own feelings at home or what happens in their family. Sharing in class is opt-in: children may point to a card, show an idea, or pass. Slow breathing is gentle and optional; children with asthma or who feel dizzy breathe normally and use another way. If a child tells you something worrying, follow your school's safeguarding procedure.

Assessment

- Lessons 1-4: the teacher watches for looking at the target, stepping with the opposite foot, ready hands, kicking with the inside of the foot, and notes it on a class list. Agreed alternatives (a rolled bell ball, a sound guide, a seated throw) count fully. Using a calm-

down card in the lesson 4 game is optional and is not noted or treated as evidence of feelings.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 4 minutes per child), done in the check corner while the others rotate through stations. Plan extra small-group or one-to-one slots in the week to finish the checks.

Sources

- Wikipedia, "Gross motor skill" (read 9 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- Gross motor skills include object control skills such as throwing, catching and kicking.
- Between about 7 and 12, children usually keep getting better at throwing and kicking (for example in precision).
- Wikipedia, "Emotional self-regulation" (read 9 November 2026): https://en.wikipedia.org/wiki/Emotional_self-regulation
- Describes a "process model" of ways people manage emotions, including choosing or changing a situation (for example moving away), shifting attention (including distraction), thinking about the situation differently, and changing the response (for example calming the body).
- Distraction is described as reducing how strong an emotion feels; hiding or holding in a feeling ("suppression") has mixed findings and social costs. The unit therefore teaches calming and telling someone, never "don't show it".
- Wikipedia, "Diaphragmatic breathing" (read 9 November 2026): https://en.wikipedia.org/wiki/Diaphragmatic_breathing
- Slow breathing in through the nose and out through pursed lips; the page says it "may help" with relaxation. The unit says slow breaths "may help" and keeps them gentle and optional.
- The grade 1 year plan (health and PE, term 2).
- No health or PE standard was read for this unit.

Known gaps

- Text-checked by GPT-6.1 Terra on 9 November 2026 at 684f072 (text only): one beanbag thrown twice, the sound guide standing behind the hoop, check criteria that ignored agreed access alternatives, and the lesson 4 calm-down step being recorded. Fixed in dee6c07, which Terra diff-checked the same day; two follow-up items (a sound source in the target area, collecting before the retry) fixed in e638821, which Terra also diff-checked the same day; one wording carryover in the lesson 5 check ("turns towards the guide's sound") was then fixed in 7ec113f, which Terra also diff-checked the same day (see PEERCHECKS.md).
- Written 9 November 2026. Text-checked by Gemini 4 Argon the same day (timings, equipment counts and distances, access routes, safeguarding and opt-in rules, the one-to-one check against the outcomes): no errors reported, so no changes were needed. This is a peer check by an AI agent, not an educator review. Not yet checked by a teacher.
- No official standard was read. The choice and order of skills is mine, based on the grade 1 year plan.
- The calm-down ways are common classroom ideas. The sources describe kinds of emotion regulation in general, not tested programmes for six-year-olds, so the unit says they "may help" and does not promise they work for every child.
- Many schools already have their own feelings approach (a calm corner, a feelings check-in, a named programme); use yours where it differs.

- The year plan mentions catching a smaller ball. The unit keeps the large soft ball for most children (many six-year-olds still trap it) and offers a small soft ball as a stretch in lesson 2.
- Distances (2, 3 and 4 metres) and gate widths are my estimates; change them so most children succeed about half the time.
- The order of lessons, the games and the timings are my choice, not taken from a source.

CC0 1.0. Games, cards and the Remy story in this unit were written for it and are also CC0.

Lesson 1: Throw to a target

Unit overview - Next: Lesson 2

Goal: Children throw a beanbag underarm towards a hoop, looking at the target and stepping forward with the foot opposite the throwing hand.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- One beanbag per child.
- Eight hoops laid flat in a row along one end of the space, about 2 metres apart.
- 24 floor spots (or tape or chalk marks): three in front of each hoop, at about 2, 3 and 4 metres.
- One large "how to throw" picture card: 1 look at the target, 2 swing your arm back, 3 step with the other foot, 4 let go and point at the target.
- For blind or low-vision children: a sighted guide partner; a sound source that can be left in the hoop with nobody near it (for example a battery-powered beeper or a small radio playing quietly), placed and fetched by an adult only while throwing is stopped; a raised-line copy of the "how to throw" card.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Hold up a beanbag. "In kindergarten you threw a big ball with two hands. Today we throw with one hand, underarm, and try to land it in a hoop." Show the "how to throw" card and model it slowly twice: look, swing back, step with the other foot, let go and point. "If I throw with my right hand, I step with my left foot."

Warm-up (5 min)

The class warm-up from term 1, led by one group using the large cards. Add ten gentle arm swings forwards and back, like a pendulum.

✎ Main activity (15 min)

Groups of about four stand behind the 2 metre spot in front of each hoop. Everyone throws towards the hoops, in the same direction.

1. **Close throws (5 min).** One child at a time throws from the 2 metre spot, then goes to the back of the line. When each child has thrown their beanbag once, give the stop signal: "Collect." Children fetch beanbags together, then return behind the line. Remind: "Look, swing, step, point."
2. **Choose your distance (6 min).** Children may now throw from the 2, 3 or 4 metre spot. "Pick the spot where you land in the hoop about half the time." Stop and collect after every round.
3. **Freeze and point (4 min).** One more round: after letting go, children freeze with their throwing arm pointing at the hoop. The teacher walks the line: "Which foot is in front?"

✓ Discussion questions (4 min)

- "What helped the beanbag go into the hoop?" (Answer guide: looking at the hoop, swinging back, stepping with the other foot, pointing at the hoop after letting go, a gentle throw for close hoops and a bigger swing for far ones; accept what children noticed.)
- "What did you do when you missed?" (Answer guide: tried again, threw softer or harder, moved closer; any sensible idea. Missing is part of practising.)

✓ Closing check (3 min)

Each child throws once from the 3 metre spot. (Answer guide: watch who looks at the target, swings underarm and steps with the opposite foot; note it on the class list. Landing in the hoop is a bonus, not the check.)

Vocabulary

underarm, throw, target, swing, step, aim, distance

Differentiation

- Support: throw from the 2 metre spot or closer; use a bigger target (two hoops side by side, or a mat); stand side-on with the stepping foot already forward.
- Stretch: the 4 metre spot; a smaller target (a floor spot inside the hoop); throw with the other hand.
- Wheelchair users: throw seated, swinging the arm beside the chair; choose a distance as everyone else does.
- Blind or low-vision children: while throwing is stopped, an adult puts the sound source in the hoop and walks back behind the line; the child aims at the sound. The adult fetches it only on the next stop signal. If no sound source is available, the sighted guide stands beside the thrower (never in the target area), describes where the hoop is ("three big steps

ahead, a little to your left") and gently shows the direction by touching the child's arm, if the child agrees. Explore the raised-line "how to throw" card before starting.
- Early finishers: help collect beanbags on the signal.

⚠ Safety

- Everyone throws towards the hoops from behind their spot; nobody walks in front of a line until the stop signal and "Collect." Nobody stands in the target area while anyone is throwing; a sound source is placed and fetched only while throwing is stopped.
- Hoops are well away from windows, doors and pictures.
- Beanbags only; no balls in this lesson.

Teacher notes

- Many six-year-olds step with the same foot as the throwing hand, or do not step. Show it, praise any step, and do not insist on perfection.
- Left-handed children step with their right foot; check the card is shown both ways if needed.

Lesson 2: Ready hands

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children catch a scarf they toss up themselves, then catch (or trap against the body) a large soft ball thrown gently by a partner, with "ready hands" and eyes on the ball.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- One soft chiffon or juggling scarf per child.
- One beanbag per child.
- One large, soft foam ball (about 20 cm across) per pair.
- Four or five small soft foam balls (about 10 cm across) for the stretch.
- 30 floor spots: two per pair, about 2 metres apart.
- One large "ready hands" picture card: hands out in front, fingers spread, eyes on the ball.
- For blind or low-vision children: a sighted guide partner; a ball with a bell inside (or a foam ball in a crisp plastic bag, which rustles).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the "ready hands" card. "Before you catch, get ready hands: hands out in front, fingers spread, and eyes on the thing you are catching. Show me ready hands." Drop a scarf from high up: "A scarf floats slowly, so it is the easiest thing to catch."

Warm-up (5 min)

The class warm-up from term 1, led by one group. Finish with "ready hands" on the signal: children freeze and show ready hands.

✎ Main activity (15 min)

1. **Scarf catches (4 min).** Each child in their own space tosses their scarf up and catches it. Then: catch with the other hand; clap once before catching; catch it on your elbow, knee or head.
2. **Beanbag self-catches (4 min).** Swap scarves for beanbags. Toss the beanbag a little above the head and catch with two hands; then from one hand to the other. "A beanbag falls faster than a scarf. Watch it all the way."

3. **Partner catches (7 min).** Pairs stand on two floor spots about 2 metres apart, with one foam ball. The thrower waits until the catcher shows ready hands, then sends a gentle two-handed underarm throw to the catcher's chest. Catching with the hands, or trapping it against the chest, both count. After five throws, swap. If it is going well, take one step back each.

✓ Discussion questions (4 min)

- "What made catching easier?" (Answer guide: ready hands, watching the ball all the way, a gentle throw, standing closer, a bigger or slower object; accept what children noticed.)
- "How did you help your partner catch?" (Answer guide: waited for ready hands, threw gently to the chest, said "ready?"; any kind idea.)

✓ Closing check (3 min)

In pairs on the 2 metre spots, each child receives three gentle throws. (Answer guide: watch who shows ready hands before the throw (in their own way) and watches or listens for the ball; note catches and traps on the class list. Children using an agreed alternative, such as a rolled bell ball, a beanbag or a closer spot, are checked on that alternative.)

Vocabulary

catch, ready hands, trap, toss, watch, gentle, underarm

Differentiation

- Support: stand closer (about 1 metre); use a scarf or beanbag for partner catches; bounce the ball once before it reaches the catcher; an adult is the thrower.
- Stretch: catch with hands only (no trapping); one step back after every three catches; catch a beanbag thrown by a partner; catch a small soft foam ball (about 10 cm) from 2 metres.
- Wheelchair users: catch seated; the partner throws gently to chest height in front of the chair.
- Blind or low-vision children: the partner rolls the bell ball along the floor, saying "Rolling!", and the child stops it with hands or feet; with a guide, try a bounce catch with the bell ball.
- Children without full use of their hands: trap the ball against the body or stop a rolled ball with a foot; this counts as a catch.
- Early finishers: count catches in a row with a partner and try to beat it.

⚠ Safety

- Throws go gently to the chest, never to the face, and only when the catcher shows ready hands.
- Soft scarves, beanbags and foam balls only; no balloons.
- Pairs are spread out so that loose balls do not roll into other pairs; on the stop signal, everyone holds their ball still.

Teacher notes

- Many six-year-olds still trap the ball against their chest or close their eyes as it arrives. Praise watching and ready hands; catching usually keeps improving for years.
- Lesson 4 comes back to what we can do when we keep missing.

Lesson 3: Kick and stop

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children kick a still ball along the ground with the inside of the foot through a cone gate, and stop a gently rolled ball.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- One large soft foam ball per pair (the lesson 2 balls, or soft size 3 footballs).
- 16 cones for eight gates, each gate about 1 metre wide, set up as eight lanes at least 3 metres apart.
- 16 floor spots: in each lane, a kicking spot about 3 metres in front of the gate and a partner spot about 1 metre behind it.
- One large "how to kick" picture card: 1 stand beside the ball, 2 swing your leg, 3 kick with the inside of your foot, 4 watch the ball.
- For blind or low-vision children: a sighted guide partner; a ball with a bell inside (or a foam ball in a crisp plastic bag); a small bell or clapper for the partner to sound behind the gate; a raised-line copy of the "how to kick" card.
- For children who do not kick: a foam noodle (about 50 cm) to push the ball.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the "how to kick" card. Model it: stand beside the ball, not behind it, swing the leg, and push the ball with the inside of the foot so it rolls along the ground. "We are not kicking high or hard today. We are kicking to a place, along the floor."

Warm-up (5 min)

The class warm-up from term 1, led by one group. Add gentle leg swings, holding a wall or partner.

✎ Main activity (15 min)

Groups of four (two pairs) at each lane. Everyone kicks in the same direction.

1. **Stop it (4 min).** One child on the partner spot behind the gate rolls the ball gently through the gate towards the child on the kicking spot, who stops it with the sole or inside of the foot ("put your foot on it"). Four rolls each, then swap.
2. **Kick through the gate (7 min).** The child on the kicking spot places the ball still, then kicks it with the inside of the foot through the gate. The partner stops it and rolls it back. Five kicks, then swap; then the other pair. Children who get it through most times take one step back.
3. **Kick and stop (4 min).** Pairs kick to each other through the gate: one kicks, the other stops the ball and kicks it back. Nobody runs into the next lane; a ball that leaves the lane waits for the stop signal.

✓ Discussion questions (4 min)

- "What helped the ball go through the gate?" (Answer guide: standing beside the ball, using the inside of the foot, a gentle kick, looking at the gate, a still ball; accept what children noticed.)
- "What helped you stop the ball?" (Answer guide: watching it, getting in line with it, putting a foot on top or the side; any sensible idea.)

✓ Closing check (3 min)

Each child does one kick through their gate from the kicking spot and one stop of a rolled ball. (Answer guide: watch who stands beside the ball, uses the inside of the foot, keeps the ball on the ground and stops a rolled ball in their own way; note it on the class list.)

Vocabulary

kick, inside of the foot, gate, aim, stop, roll, along the ground

Differentiation

- Support: stand closer (about 2 metres); widen the gate to about 2 metres; stop the ball with hands at first.
- Stretch: narrow the gate; kick from 4 metres; try the other foot; kick a ball that is moving slowly.
- Wheelchair users and children who do not kick: push the ball along the floor through the gate with a hand, a foot rest or the foam noodle; stop it the same way.
- Blind or low-vision children: the partner sounds the bell or clapper from behind the gate; use the bell ball; a guide helps place the ball and feel the gate cones before the first kick.
- Early finishers: count how many kicks in a row go through the gate.

⚠ Safety

- Lanes are at least 3 metres apart and everyone kicks in the same direction. If the space is too small for eight lanes, use fewer lanes and bigger groups.
- Kicks stay along the ground; no kicking at people.
- Nobody goes after a ball in another lane until the stop signal.

Teacher notes

- Many six-year-olds kick with their toes and the ball goes up or sideways. Show the inside of the foot and praise any kick that rolls.
- Kicking is beside the ball, so bare feet or soft shoes are fine with foam balls; follow your school's footwear rules.

Lesson 4: Big feelings, calm bodies

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children say how Remy, a made-up child, might feel in a story, learn four new feelings words, and try five calm-down ways that may help when a feeling is big.

Length: about 30 minutes, in the hall or cleared space.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- Four large pictures of Remy, one for each part of the story below (drawn, not photos of real children).
- Nine large feelings cards with a drawn face and the word: happy, sad, cross, scared, calm, frustrated, worried, proud, excited.
- Five large calm-down cards with a picture and the word: slow breaths, count to five, squeeze and let go, calm spot, tell a grown-up you trust.
- A set of the five calm-down cards (smaller copies) per group of four.
- The class calm spot (or a mat or corner set up as one for the lesson).
- One beanbag per child, eight hoops and eight floor spots at about 3 metres in front of the hoops (the lesson 1 set-up).
- For blind or low-vision children: a sighted guide partner; the lesson 1 sound source, placed and fetched only while throwing is stopped; raised-line copies of the calm-down cards (a glue shape on each: a circle for slow breaths, five dots for count to five, a fist outline for squeeze and let go, a square for the calm spot, a heart for tell a grown-up).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the five kindergarten feelings cards (happy, sad, cross, scared, calm). "Who remembers these feelings words?" Children say the word or point. "Today we meet four more, in a story about Remy. Remy is made up."

Warm-up (5 min)

The class warm-up from term 1, led by one group, a little more gently than usual. Finish standing still, then sitting down.

✎ Main activity (15 min)

1. **Remy's beanbag game (6 min).** Read the story, showing each Remy picture. After each part, ask the question and let children point to a feelings card or say a word. Accept any feeling that fits and add "might": "Remy might feel ..."

   Part 1. Remy's class is playing the hoop game. Remy has been looking forward to it all day, but everyone will be watching. (How might Remy feel? Maybe excited; maybe a bit worried. Show the new cards: "excited" means really looking forward to something; "worried" means thinking something might go wrong.)

   Part 2. Remy throws and misses. Remy throws again and misses. A third time, a miss. (Now? Maybe frustrated, cross or sad. Show "frustrated": "when you try and try and it doesn't work yet.")

   Part 3. Remy's face feels hot and Remy wants to throw the beanbag hard at the wall. Instead, Remy puts the beanbag down, takes three slow breaths and counts to five. Then Remy tells the teacher, "I keep missing." The teacher says, "Try one step closer." (How might Remy feel now? Maybe calmer; maybe still a bit frustrated. Both can be true.)

   Part 4. Remy throws from one step closer, and the beanbag lands in the hoop. (Now? Maybe proud or happy. Show "proud": "feeling good about something you did or kept trying at.")

1. **Five calm-down ways (5 min).** Show each large calm-down card and try it together, briefly:
2. **Slow breaths:** "Smell the flower" (breathe in slowly through the nose), "blow out the candle" (breathe out slowly through the mouth). Three times, gently. Anyone can breathe normally instead.
3. **Count to five:** count slowly to five in your head or in a whisper.
4. **Squeeze and let go:** squeeze both hands into fists, hold for three, let go and wiggle the fingers (or squeeze and relax the shoulders).
5. **Calm spot:** point to the class calm spot. "You can go there for a little while, then come back."
6. **Tell a grown-up you trust:** "Remy told the teacher. Who are grown-ups at school you could tell?" (Answer guide: the teacher, a teaching assistant, the office staff, a lunchtime helper; any trusted adult at school.)

"Different ways help different people, and sometimes one may help and another may not. You can try another one."

1. **Pause, breathe, try again (4 min).** Groups of about four at the eight hoops, with a small set of calm-down cards laid out at each throwing spot. Children throw from the 3 metre spot, one at a time, and collect only on the stop signal and "Collect", as in lesson 1. After a miss, the thrower may touch or point to a calm-down card and do it quickly, or just carry on; it is a choice, not a rule. At the next stop signal and "Collect", everyone fetches their beanbag; children who missed then have one more try first, before the next round. "Missing is part of practising." Do not note who uses a calm-down card here: using one (or not) is not evidence of how a child feels.

✓ Discussion questions (4 min)

- "How did Remy's feelings change in the story?" (Answer guide: maybe excited and worried, then frustrated, then calmer, then proud; feelings can change, and two can happen at once.)
- "Which calm-down way might you try in the hoop game, if you want to?" (Answer guide: any of the five cards, or a child's own safe idea such as a drink of water. Opt-in: children may point, show or pass. Do not ask about feelings at home.)

✓ Closing check (3 min)

Hold up the Part 2 picture of Remy: "How might Remy feel here?" Then: "Show me one calm-down way." Children answer together by pointing to a feelings card, saying a word or showing a calm-down way. (Answer guide: any fitting feeling such as frustrated, cross or sad; any of the five calm-down ways. Note who uses a new word and who shows a calm-down way.)

Vocabulary

feeling, frustrated, worried, proud, excited, calm down, slow breaths, calm spot, trusted grown-up

Differentiation

- Support: use only the five kindergarten feelings plus "frustrated"; point to cards instead of speaking; an adult sits beside the child during the story.
- Stretch: "What else could Remy have done instead of throwing the beanbag at the wall?"; "Can you think of a time in a story or film when a character felt proud?"
- Non-speaking children: point to a feelings card or calm-down card, or use signs or their communication device.
- Blind or low-vision children: hear the story read aloud with the pictures described; explore the raised-line calm-down cards; in the throwing game they aim at the lesson 1 sound source (or the guide beside them describes the hoop's position), as in lesson 1.
- Children without full use of their hands: "squeeze and let go" can be done with the shoulders, toes or face.
- Early finishers: help lay out calm-down cards at each throwing spot.

⚠ Safety

- Feelings are only talked about through Remy. Never ask children about their own feelings at home or their family. Sharing is opt-in; passing is fine.
- Slow breathing is gentle and short. Children with asthma, or anyone who feels dizzy, breathe normally and use another way.
- The calm spot is a choice, never a punishment.
- If a child tells you something worrying, follow your school's safeguarding procedure.
- Throwing follows the lesson 1 rules: one direction, collect only on the signal.

Teacher notes

- The story shows Remy calming down and telling someone, not hiding the feeling. Avoid "Don't be cross" or "Stop crying"; say what Remy did instead.
- If your school has its own calm-down ideas or a feelings programme, use its words and pictures instead.
- Lesson 5's one-to-one check uses the Remy pictures and the calm-down cards.

Lesson 5: Throw, catch and kick stations

Unit overview - Previous: Lesson 4

Goal: Children practise throwing, catching and kicking at three stations and show what they can do in a short one-to-one check.

Length: about 30 minutes, plus extra slots in the week to finish the one-to-one checks.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- Three station signs with a picture: throw, catch, kick.
- **Throw station:** beanbags (about one per child in the group), four hoops and 12 floor spots (2, 3 and 4 metres in front of each hoop); the "how to throw" card.
- **Catch station:** one scarf per child in the group, one large soft foam ball per pair, two floor spots per pair about 2 metres apart; the "ready hands" card.
- **Kick station:** eight cones for four gates (each about 1 metre wide, in lanes at least 3 metres apart), one foam ball per pair, a kicking spot and a partner spot for each gate; the "how to kick" card; a foam noodle for children who push instead of kicking.
- **Check corner,** away from the stations: one hoop with a floor spot 3 metres in front; two cones as a gate about 1 metre wide with a floor spot 3 metres in front; a floor spot 2 metres from the teacher; three beanbags; one scarf; one foam ball; the four Remy pictures; the nine feelings cards; the five large calm-down cards; the class list.
- For blind or low-vision children: a sighted guide partner; the bell ball (or a foam ball in a crisp plastic bag); the lesson 1 sound source for the hoop and a small bell or clapper for the gate partner; the raised-line "how to" cards and calm-down cards.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.

Steps

✎ Opening (3 min)

Sitting. Show the three station signs and the "how to" cards. "Today you visit all three stations. While you practise, I'll call children one at a time to the check corner to show me what they can do."

Warm-up (5 min)

The class warm-up from term 1, led by one group.

✎ Main activity (15 min)

Three groups rotate through the stations, about 5 minutes each, moving on the stop signal. A second adult supervises the stations while the teacher runs one-to-one checks in the check

corner. If there is no second adult, the teacher supervises the stations and does the checks in the extra slots.

1. **Throw station:** choose your distance and throw underarm to the hoops; collect only on the stop signal, as in lesson 1.
2. **Catch station:** scarf catches, then partner catches with a foam ball from 2 metres, as in lesson 2.
3. **Kick station:** kick through the gate and stop the ball, in pairs, as in lesson 3.

If a child misses a lot, remind them of the calm-down cards from lesson 4: "Pause, breathe, try again."

✓ Discussion questions (4 min)

- "Which station did you find easiest? Which was hardest?" (Answer guide: any answer; skills grow at different speeds.)
- "What did you do when it didn't work?" (Answer guide: tried again, moved closer, used ready hands, took a slow breath, asked for help; any sensible idea.)

✓ Closing check (3 min)

Sitting together. "Show me ready hands. Show me how you step when you throw. Show me the part of your foot you kick with." (Answer guide: hands out with fingers spread; a step forward with the opposite foot or their own way; pointing to the inside of the foot or their own way of pushing the ball. Note it on the class list.)

One-to-one check (about 4 minutes per child)

Use the check corner. Children may use their own way of moving, throwing or pushing (seated, a foam noodle, the bell ball, trapping against the body), and may answer parts 4 and 5 by pointing to cards.

Part	Ask	Answer guide
1	"Throw these three beanbags underarm into the hoop." (From the spot 3 metres away.)	Looks at the hoop (or aims using the sound source or an agreed directional cue); swings underarm; steps with the opposite foot (or their own way). At least one lands in or near the hoop.
2	"Toss the scarf up and catch it." Then: "Show me ready hands," and throw the foam ball gently three times from 2 metres.	Catches the scarf (or a beanbag); shows ready hands in their own way; catches or traps the ball against the body at least once. Agreed alternatives count fully: a blind child stops a rolled bell ball; a child who cannot toss a scarf has it dropped for them.
3	"Kick the ball through the gate." (Three kicks from the spot 3 metres away.) Then roll the ball gently: "Stop it."	Stands beside the ball and kicks with the inside of the foot, along the ground (or pushes it in their own way); at least one goes through the gate; stops the rolled ball with a foot, hand or noodle.
4	Show the Part 2 picture of Remy (three misses). "How might Remy feel here?"	Any feelings word that fits, e.g. frustrated, cross, sad or worried (said, signed or pointed to on a card).

Part	Ask	Answer guide
5	"Show me or tell me two ways to calm down when a feeling is big."	Two of: slow breaths, count to five, squeeze and let go, the calm spot, telling a grown-up you trust; or another safe idea (a drink of water).

Record each part as "yes", "with help" or "not yet" on the class list. Ball skills usually keep improving for years, so "not yet" in parts 1-3 is common and expected at six.

Vocabulary

station, underarm, ready hands, inside of the foot, gate, calm down

Differentiation

- Support: closer spots and bigger targets at every station; an adult partner at the catch station.
- Stretch: the 4 metre throwing spot; catch with hands only; narrow the gate.
- Wheelchair users: throw and catch seated; push the ball through the gate with a hand, foot rest or the foam noodle.
- Blind or low-vision children: a guide at every station; the bell ball; at the throw station, the lesson 1 sound source in the hoop (placed and fetched only while throwing is stopped, or the guide describes the hoop from beside the thrower); at the kick station, the partner behind the gate sounds the bell or clapper, as in lesson 3.
- Early finishers: help reset cones and collect beanbags on the signal.

⚠ Safety

- Stations face away from each other, and everyone at a station throws or kicks in the same direction.
- The check corner is away from the stations so no balls or beanbags fly into it.
- Soft equipment only; collect only on the stop signal.

Teacher notes

- Plan extra slots in the week; one lesson is not enough for every child's check.
- Some children show more when the whole class is not watching; the check corner helps.

Grade 1 Health and PE: Fair Games, Healthy Teeth, Medicine Safety and Asking for Help (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, medical, medicine and safeguarding notes against your school's rules.
>
> Text-checked by two other agents (GLM-5.3 Flash, Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 3

Big idea

A game is fun when its rules are fair: everyone has a real chance and everyone can play. A good sport says "Good game" whether they win or lose. We can look after our bodies in small, everyday ways: brushing our teeth twice a day, keeping sugary drinks and snacks small, and only taking medicine from a trusted grown-up. When something is wrong, we can ask a trusted grown-up for help, and ask another one if the first cannot help.

This is the third health and PE unit of the grade 1 year (term 3). It builds on Taking turns, food and sleep, and stop, look, listen from kindergarten (taking turns, food words), the grade 1 term 1 unit Moving and dodging (the class warm-up, the stop signal and lanes) and the grade 1 term 2 unit Throw, catch, kick and calm down (beanbags and hoops, Remy the made-up child, and "tell a grown-up you trust").

Outcomes

By the end of the unit a student can:

1. Play a relay game by its rules (one runner at a time, stay in your lane, one beanbag each) and say whether a rule or set-up is fair or not fair, and why (for example "Their hoop is closer, so it's not fair").
2. With a group, choose and test one rule change, checking "Can everyone in our group play with this rule?", and show a good-sport way to finish a game (saying "Good game" or "Well played", a wave, a thumbs-up or a sign), whether their team won or not.
3. Say that we brush our teeth twice a day for about two minutes, show the outer, inner and chewing surfaces on a model tooth, and say that sugary drinks and snacks are best kept small.
4. Say that medicine is only given by a trusted grown-up, and say or show what to do if they find pills or a bottle they are not sure of: don't touch, don't taste, tell a grown-up.
5. Name (or point to) a trusted grown-up at school and show how to ask for help: get the grown-up's attention, say or show what is wrong, and ask another grown-up if the first one cannot help.

Prior knowledge

- From kindergarten: taking turns in a game, food words, washing hands.
- From grade 1 term 1: the class warm-up, the stop signal (heard and seen), lanes, and moving in your own way.
- From grade 1 term 2: underarm throws at hoops, Remy (a made-up child), feelings words and calm-down ways, including "tell a grown-up you trust".
- Six-year-olds usually care a great deal about winning and about whether things are fair. Many are starting to lose baby teeth. Never ask children about their own teeth, brushing, dentist visits or medicines at home; all personal examples come through Remy.

Lessons

Lessons 1 and 2 are PE lessons in the hall (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Lessons 3-5 are classroom lessons (opening 5, main 15, discussion 5, closing check 5). All are about 30 minutes. Leave a day or two between lessons. The lesson 5 one-to-one check is done in extra short slots over the following days.

Lesson	Title	Main activity
1	Fair rules	A beanbag relay in lanes, then a "spot the unfair rule" round and fixing it
2	Our own fair rule	Groups test rule changes, choose one everyone can play with, and practise "Good game"
3	Looking after our teeth	A giant model tooth, the three surfaces, two-minute pretend brushing, and sorting food and drink picture cards
4	Medicine only from a trusted grown-up	Remy's story, "don't touch, don't taste, tell a grown-up", and sorting picture cards
5	Asking for help	Trusted grown-ups at school, what to say, Remy scenario cards, and a one-to-one check

Materials (whole class unless noted)

- Lessons 1-2: a hall or cleared space at least 10 metres long, with clear edges, away from walls and windows; cones or floor spots to mark the edge.
- Lessons 1-2: the stop signal, both heard and seen (a drum or tambourine plus a raised hand or a red card with a square); the six large warm-up cards from term 1; water; ear defenders and a quiet spot at the edge for children who need them.
- Every lesson: a class list for notes.
- Lesson 1: six lanes marked with cones or floor tape, about 3 metres apart (fewer lanes and longer teams if the space is narrower); 12 hoops (one at the start and one at the far end of each lane, about 8 metres apart); one beanbag per child (each team's beanbags start together in the far hoop of its lane, so a team of four has four beanbags there); two large picture cards, "fair" (a smiling face with a level balance) and "not fair" (a frowning face with a tipped balance); one small "fair" and one small "not fair" card per child (or children use thumbs up and thumbs down).
- Lesson 2: the lesson 1 lanes, hoops, beanbags and fair and not fair cards; six extra cones (one halfway along each lane); five large rule-change picture cards (hop or move in your own way; carry the beanbag on a flat hand; walk heel to toe; carry the beanbag on a paper plate; walk sideways); one paper plate per team; one blank card per team for a group's own

idea; one large "good sport" card showing four ways to say "Good game" (the words, a wave, a thumbs-up, the class sign for "good game").

- Lesson 3: one large picture of Remy; a giant model tooth (a large drawn tooth on card, or a box covered in white paper) with the outer, inner and chewing surfaces each shown in a different pattern and labelled; one large card cut-out toothbrush for the model; a two-minute sand timer; a "twice a day" picture card (a morning sun and a night moon); eight food and drink picture cards (water, carrot sticks, cucumber, cheese; sweets, fizzy drink, iced cake, a lollipop); two sorting labels ("not much sugar" and "lots of sugar: keep it small"); one small tooth picture per child, with the three surfaces outlined, and crayons.
- Lesson 4: four large pictures of Remy for the story; a "medicine rule" card with three pictures (a hand with a cross for "don't touch", a mouth with a cross for "don't taste", a child talking to a grown-up for "tell a grown-up"); eight scenario picture cards (listed in lesson 4); two sorting labels ("OK" and "Stop and tell a grown-up"). Pictures only: no real medicines, pill bottles, inhalers or sweets in the classroom.
- Lesson 5: a large picture of Remy; pictures or names of trusted grown-ups at school (the class teacher, teaching assistants, lunchtime staff, office staff, the school nurse if there is one), as your school allows; a large "how to ask for help" card with three pictures (get their attention, say what is wrong, ask another grown-up); five Remy scenario cards (listed in lesson 5); one "I need help" card per child (a picture of a raised hand and the words), which children can hand or show to an adult; a class puppet (optional); for the one-to-one check, the lesson 1 fair and not fair pictures, the "good sport" card, the small tooth picture, scenario card 2 from lesson 4 (tablets on a table) and the pictures of trusted grown-ups, plus two lane pictures (every hoop the same distance away; one hoop much closer) and a clean small tooth picture.
- For blind or low-vision children: a sighted guide partner; in lessons 1-2 a sound source at the far hoop of their lane (a battery-powered beeper or small radio), placed and fetched only while the relay is stopped; raised-line copies of the fair and not fair cards, the rule-change cards, the medicine rule card, the "how to ask for help" card and the "I need help" card (glue lines on card); a textured tooth (a different texture, such as sandpaper, corrugated card and smooth card, on each surface); scenario and food cards described aloud.

⚠ Safety and access

- **Relay space:** check the space before lessons 1 and 2. Lanes at least 3 metres apart. Runners walk or jog, stay in their own lane, go round their far hoop on the outside and come back the same way. Waiting children sit or stand behind the start hoop. Only one runner per team is out at a time.
- **No touch needed:** the next runner is sent with a wave or a high-five, whichever that child chooses.
- **Stop signal for everyone:** always given as a sound and as something to see.
- **Moving in your own way:** children who use a wheelchair, walker or crutches travel the lane in their own way; lanes are wide enough for a wheelchair. Blind or low-vision children run with a sighted guide (holding an elbow or a short loop of rope), with the sound source at their far hoop. Lesson 2's check question, "Can everyone in our group play with this rule?", must be answered for every child in the group; if not, the group changes the rule.
- **Medical:** check records for conditions that affect exercise and follow each child's plan; keep inhalers to hand. Children can rest at the edge.

- **No real toothbrushes, toothpaste, medicines, bottles or sweets:** lessons 3 and 4 use pictures, a card model and pretend brushing in the air only. No food or drink is tasted (allergies, and so nobody's food is judged).
- **Privacy:** never ask children about their own teeth, brushing at home, dentist visits, lost teeth, medicines at home or illnesses. Never inspect or comment on anyone's teeth or lunch. Personal examples come only through Remy, a made-up child. Sharing is opt-in; passing is fine.
- **No stranger-danger scripts:** lesson 5 is about asking trusted grown-ups at school for help, not about frightening stories.
- **Safeguarding:** if a child tells you something worrying (about medicine, being hurt, or anything else), follow your school's safeguarding procedure.
- **Inhalers and other prescribed medicine:** some children have an inhaler or other medicine at school as part of a plan agreed by their family and the school. That is a grown-up-agreed medicine; do not single out any child.

Assessment

- Lessons 1-4: the teacher notes on a class list who can say why a set-up is fair or not fair, who checks that everyone can play, who uses a good-sport way to finish, who shows the three tooth surfaces and says "twice a day" (and "about two minutes"), who sorts the sugar cards, and who can say the medicine rule. Pointing, signing or using a communication device counts fully.
- Lesson 5: a closing check with the "I need help" card, then a one-to-one check with five parts and an answer guide (about 4 minutes per child) in extra short slots over the following days, for example while the class does quiet reading or choice time.
- Winning or losing a game is never recorded.

Sources

- American Dental Association, MouthHealthy, "Brushing Your Teeth" (read 10 November 2026): https://www.mouthhealthy.org/all-topics-a-z/brushing-your-teeth
- "Brush your teeth twice a day with a soft-bristled brush"; brush "the outer surfaces, the inner surfaces, and the chewing surfaces"; use a fluoride toothpaste; "Eat a balanced diet that limits sugary beverages and snacks."
- National Institute of Dental and Craniofacial Research (NIDCR), "Tooth decay" (read 10 November 2026): https://www.nidcr.nih.gov/health-info/tooth-decay
- "Tooth decay begins when bacteria in your mouth make acids that attack the tooth's surface (enamel)"; when these bacteria come into contact with sugars and starches from foods and drinks, they form an acid. Its tips to prevent decay include "Brush teeth twice a day with a fluoride toothpaste" and choices "that limit sugary drinks and foods high in sugars and starches."
- KidsHealth (Nemours), "Mouth & Teeth" (read 10 November 2026; the page served at this address is the version for parents): https://kidshealth.org/en/kids/teeth.html
- The first set of 20 teeth (baby or primary teeth) "begin to fall out when a child is around 6 years old" and are replaced by permanent teeth; "Brush your teeth twice a day for two minutes at a time"; "Limit juice, sugary snacks, and sticky foods like dried fruit"; "Never walk or run with anything in the mouth, such as a toothbrush or pencil."
- Up and Away (read 10 November 2026): https://upandaway.org/en/
- An initiative of PROTECT, first created with the US Centers for Disease Control and Prevention. "To a young child, pills can look like candy and liquid medicines can look like

sugary drinks." It advises teaching children "what medicine is and why you or another caregiver must be the one to give it to them", and says "Never tell children medicine is candy." It reports that about 35,000 young children a year in the US go to the emergency room after getting into medicines left within reach.
- Wikipedia, "Sportsmanship" (read 10 November 2026): https://en.wikipedia.org/wiki/Sportsmanship
- Describes sportsmanship as enjoying a game "for its own sake, with proper consideration for fairness, ethics, respect, and a sense of fellowship with competitors"; a "good sport" is both a "good winner" and a "good loser"; the most common bad sportsmanship is cheating or breaking rules to get an unfair advantage.
- The grade 1 year plan (health and PE, term 3).
- No health or PE standard was read for this unit.

Known gaps

- Written 10 November 2026. Text-checked by two other agents on 10 November 2026 (not an educator or classroom review): GLM-5.3 Flash found no errors and made two optional wording notes (taken at a49f555); Gemini 4 Argon found no errors at a17096b, diff-checked a49f555, and made three optional access and assessment notes (taken at c88ba3a), which Gemini 4 Argon also diff-checked the same day. See PEERCHECKS.md. Not checked by a teacher.
- No official standard was read. The choice and order of topics is mine, based on the grade 1 year plan.
- The sources are US health organisations and Wikipedia. Toothpaste advice (for example how much a young child uses) and medicine rules at school differ between countries and schools; the unit leaves the amount of toothpaste to a grown-up and follows the school's medicine policy.
- The food and drink cards are an example, not from a source. Sorting them into "not much sugar" and "lots of sugar: keep it small" is a simple version of "limit sugary drinks and snacks"; it is not a full nutrition lesson, and fruit and juice are left out on purpose because they are harder to sort (KidsHealth also suggests limiting juice).
- Up and Away is about medicines. Other things children should not touch or taste (cleaning products, batteries, plants) are not covered here.
- The relay distances, lane widths and team sizes are my estimates; change them to fit your space.
- The games, story, scenarios and timings are my choice, not taken from a source.

CC0 1.0. Games, cards, the Remy story and scenarios in this unit were written for it and are also CC0.

Lesson 1: Fair rules

Unit overview - Next: Lesson 2

Goal: Children play a beanbag relay by its rules, spot a set-up that is not fair, say why, and help fix it.

Length: about 30 minutes, in the hall or cleared space.

Materials

- The cleared space (at least 10 metres long) and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- Six lanes marked with cones or floor tape, about 3 metres apart (fewer lanes and longer teams if the space is narrower).
- 12 hoops: one at each end of each lane, about 8 metres apart.
- One beanbag per child. Each team's beanbags start together in the far hoop of its lane (a team of four has four beanbags there).
- Two large picture cards: "fair" (a smiling face with a level balance) and "not fair" (a frowning face with a tipped balance).
- One small "fair" card and one small "not fair" card per child (or children use thumbs up and thumbs down).
- For blind or low-vision children: a sighted guide partner; a sound source for the far hoop of their lane (a battery-powered beeper or small radio), placed and moved by an adult only while the relay is stopped; raised-line copies of the fair and not fair cards (a level line and a tipped line).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "In kindergarten we learned to take turns. Today we play a relay game, and we think about rules. A rule tells everyone how to play. A fair rule gives everyone a real chance." Show the "fair" and "not fair" cards.

Warm-up (5 min)

The class warm-up from term 1, led by one group using the large cards. Add walking, then jogging, along a lane and back.

✎ Main activity (15 min)

Teams of four or five, one team per lane, sitting behind the empty hoop at their end. The full hoop is at the far end.

The rules (show and say them, and model once with a helper):

1. One runner at a time from each team.
2. Walk or jog in your own lane to the far hoop, take **one** beanbag, come back in your lane and put it in your team's hoop.
3. Send the next runner with a wave or a high-five (the next runner chooses).
4. When all the beanbags are in your hoop, your team sits down.

Then:

1. **Practice and race (5 min).** One practice round at walking pace, then one race. After the race, give the stop signal. Each team walks along the side of its own lane to the other end, so the full hoop is now the far hoop. Say "Good game" to the class as a whole: no team is praised or teased for winning or losing.
2. **Spot the unfair rule (6 min).** "This time I am going to change one thing. Watch carefully. Your job is to spot it and say if it's fair." While everyone is sitting, move the far hoop of one lane to about 4 metres from its team (half the distance). Race once. Then stop and ask: "Was that race fair?" Children show the fair or not fair card (or thumbs). "Why?" (Answer guide: that team's hoop was closer, so they had less far to go; the others had no real chance to win.) Say clearly: "It wasn't that team's fault. They played by the rules. The set-up was not fair."
3. **Fix it (4 min).** "How can we make it fair again?" (Answer guide: move the hoop back so every team goes the same distance; or move every hoop closer.) A child shows where the hoop should go; an adult moves it while the relay is stopped. Teams turn round as before and race once more.

✓ Discussion questions (4 min)

- "What made the second race not fair?" (Answer guide: one team had a shorter distance; the rule or set-up was different for one team.)
- "What other things could make a game not fair?" (Answer guide: someone taking two beanbags, starting before the wave, cutting across a lane, one team having more runners; any sensible idea. If a child names another child, steer back to the rule: "What would the rule be?")
- "How could you tell the other team 'well done' at the end?" (Answer guide: saying "Good game", a wave, a thumbs-up. Lesson 2 practises this.)

✓ Closing check (3 min)

Describe three quick set-ups, pointing at the lanes as you go: (1) every hoop the same distance away; (2) one team allowed to take two beanbags at a time; (3) every team takes turns, one runner at a time. Children hold up "fair" or "not fair" for each. Ask two or three

children "Why?". (Answer guide: fair, not fair, fair. Note who can say why, for example "they get two, the others get one".)

Vocabulary

rule, fair, not fair, take turns, lane, relay, team

Differentiation

- Support: a partner runs alongside; shorter lanes for a team that needs them, with every team in that game using the same shorter lane.
- Stretch: "Is it fair if one team has five runners and another has four?" (Answer guide: not quite; the team of four could have one runner go twice, or one team could have fewer beanbags.)
- Wheelchair, walker or crutch users: travel the lane in their own way. If one team's travel is much slower, discuss in lesson 2 whether a rule change makes it fairer; never single out a child.
- Blind or low-vision children: run with a sighted guide holding an elbow or a short loop of rope; the sound source is at their far hoop. Explore the raised-line fair and not fair cards before the closing check.
- Deaf children: the stop signal is always seen as well as heard; the wave start works for everyone.
- Non-speaking children: answer "why" by pointing at the hoop or the lanes, or with signs or a communication device.

⚠ Safety

- Walk or jog only; no diving for beanbags.
- Everyone stays in their own lane, goes round their far hoop on the outside and comes back the same way. Only one runner per team is out at a time.
- Hoops and the sound source are moved only while the relay is stopped.
- Waiting children sit or stand behind their start hoop, not in the lane.

Teacher notes

- The unfair round is announced as a puzzle, so no team feels tricked, and the closer team is never blamed.
- Six-year-olds often say "not fair" about losing. Use the lesson to separate the two: losing a fair game is still fair.

Lesson 2: Our own fair rule

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Groups test rule changes for the relay, choose one that everyone in the group can play with, and practise finishing a game as a good sport.

Length: about 30 minutes, in the hall or cleared space.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- The lesson 1 lanes, 12 hoops and one beanbag per child.
- Six extra cones, one halfway along each lane (about 4 metres from the start), for testing rules.
- Five large rule-change picture cards: hop or move in your own way; carry the beanbag on a flat hand; walk heel to toe; carry the beanbag on a paper plate; walk sideways.
- One paper plate per team.
- One blank card per team, for a group's own idea (an adult draws or writes it).
- One large "good sport" card showing four ways to say "Good game": the words, a wave, a thumbs-up and the class sign.
- The lesson 1 "fair" and "not fair" cards.
- For blind or low-vision children: a sighted guide partner; the lesson 1 sound source, placed and moved only while the relay is stopped; raised-line copies of the rule-change cards (a simple glue shape on each: one foot, a flat hand, two feet in a line, a circle, a sideways arrow).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "Last time we spotted a rule that wasn't fair and fixed it. Today your team makes up its own rule for the relay. A good rule is fair, and everyone in your team can play with it." Show the five rule-change cards.

Warm-up (5 min)

The class warm-up from term 1, led by one group. Add a few steps each of hopping (or moving in your own way), walking heel to toe and walking sideways.

✎ Main activity (15 min)

Same teams as lesson 1, one per lane.

1. **Test two rules (6 min).** Give each team two rule-change cards (or its own idea on a blank card). Each child tries each rule once, to the halfway cone and back, carrying a beanbag where the rule needs one (a flat hand or the team's paper plate). One child at a time per lane.
2. **Choose and check (3 min).** Each team chooses one rule. Before they keep it, an adult asks the check question, and the team answers it for every child: **"Can everyone in our group play with this rule?"** If the answer is no for anyone (for example hopping for a child who uses a wheelchair, or heel to toe for a child using crutches), the team changes the rule or adds "or move in your own way". The adult writes or draws the final rule on the team's card.
3. **Play and say "Good game" (6 min).** Pair each team with the team in the next lane. Show the "good sport" card: "At the end of every race, both teams say or show 'Good game' to the other team, whoever finished first. If you finish first, you can also say 'Well played'." The two teams race with team A's rule (both teams using the same rule), then with team B's rule, turning round between races as in lesson 1.

✓ Discussion questions (4 min)

- "Was it fair for both teams in a race to use the same rule? Why?" (Answer guide: yes; both teams had the same job, so both had a real chance. If each team used a different rule, one might have an easier job.)
- "Why did we ask 'Can everyone play with this rule?'" (Answer guide: so nobody is left out; a game is only fair if everyone can join in.)
- "What does a good sport do when their team wins? When their team doesn't win?" (Answer guide: winning: says "Good game" or "Well played", no showing off; not winning: says "Good game", tries again next time. Both are good sports.)

✓ Closing check (3 min)

Each team holds up its rule card and one child says or shows the rule and whether everyone could play. Then each child shows the teacher their "good game" way (words, wave, thumbs-up or sign). (Answer guide: note who answers the check question for their team and who shows a good-sport way. Any of the four ways counts.)

Vocabulary

rule, change, fair, everyone can play, good sport, "Good game", "Well played", win, lose

Differentiation

- Support: choose from two cards only; an adult helps the team ask the check question; walk the race instead of jogging.

- Stretch: invent a new rule and draw it on the blank card; "Is your rule fair if one team has a paper plate and the other doesn't?"
- Wheelchair, walker or crutch users: every rule includes "or move in your own way" if needed; carrying the beanbag on a flat hand or plate works seated.
- Blind or low-vision children: test rules with the guide; explore the raised-line rule cards; the sound source stays at the far hoop for races.
- Non-speaking children: show "Good game" with a wave, thumbs-up, sign or communication device; choose a rule by pointing to a card.
- Children without full use of their hands: carry the beanbag in the crook of an arm, or skip carrying and touch the far hoop instead; their own way counts.

⚠ Safety

- The lesson 1 rules stay: walk or jog, own lane, one runner per team, round the far hoop on the outside, hoops and the sound source moved only while the relay is stopped.
- Hopping is a few hops at a time; children can switch to walking at any point.
- Heel-to-toe and sideways walking are slow on purpose; no racing in those rules during testing.
- Paper plates only (no hard plates).

Teacher notes

- Some children will be upset about not winning. Name the good-sport ways rather than telling children not to be upset, and remind them of the term 2 calm-down ways.
- Winning and losing are never recorded.

Lesson 3: Looking after our teeth

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children learn that we brush our teeth twice a day for about two minutes, practise brushing the outer, inner and chewing surfaces on a model (and in the air), and sort food and drink pictures by how sugary they are.

Length: about 30 minutes, in the classroom.

Materials

- One large picture of Remy (the made-up child from term 2).
- A giant model tooth: a large drawn tooth on card, or a box covered in white paper, with the outer, inner and chewing surfaces each shown in a different pattern (stripes, dots, zigzags) and labelled.
- One large card cut-out toothbrush for the model.
- A two-minute sand timer.
- A "twice a day" picture card: a morning sun and a night moon.
- Eight food and drink picture cards (drawn, an example, not from a source): water, carrot sticks, cucumber, cheese; sweets, fizzy drink, iced cake, a lollipop.
- Two sorting labels: "not much sugar" and "lots of sugar: keep it small".
- One small tooth picture per child, with the three surfaces outlined, and crayons.
- For blind or low-vision children: a raised-line version of the giant tooth or small tooth picture with a different texture on each surface (sandpaper, corrugated card, smooth card); the food cards described aloud.
- A class list for notes.

Steps

✎ Opening (5 min)

Show Remy. "This is Remy again. Remy has a wobbly tooth. Remy's first teeth are called baby teeth. Many children start to lose baby teeth at around six, and a new, bigger tooth grows in its place. The new teeth are called permanent teeth, which means they are meant to stay, so we look after them." Do not ask who has lost a tooth or who has a wobbly tooth; if children offer it, say "Thank you" and move on.

✎ Main activity (15 min)

1. **Three surfaces (4 min).** Show the giant tooth. "Every tooth has an outside, an inside and a top where we chew." Point to each surface and its pattern: the **outer surface** (the side next to your cheeks and lips), the **inner surface** (the side next to your tongue) and the **chewing surface** (the top). Brush each one on the model with the card toothbrush, saying its name. Children say the names with you.
2. **Twice a day, two minutes (5 min).** Show the "twice a day" card: "Dentists say to brush twice a day: once in the morning and once at night." Show the sand timer: "Each time, about two minutes. That is longer than it feels!" Everyone holds a pretend

toothbrush in the air in front of them (not in their mouths) and "brushes" with small circles while the teacher calls out each surface and points to it on the giant tooth at the same time (so deaf and hard-of-hearing children have a visual cue): outer, inner, chewing, top teeth and bottom teeth, until the sand runs out. "A soft toothbrush and a toothpaste with fluoride in it help. A grown-up decides how much toothpaste."

3. **Sugar sort (6 min).** Explain simply: "Tiny living things called bacteria live in everyone's mouth. When they meet sugar, they make acid, and acid can hurt the hard outside of our teeth. So it's kinder to our teeth to keep sugary drinks and snacks small, and to brush." Show the eight cards one at a time. Children say or show which label each goes under; a child places it. (Answer guide: not much sugar: water, carrot sticks, cucumber, cheese; lots of sugar, keep it small: sweets, fizzy drink, iced cake, lollipop.) Say: "Sugary food isn't bad, and nobody is in trouble for eating it. We just keep it small and brush our teeth."

✓ Discussion questions (5 min)

- "Why do we brush all three surfaces?" (Answer guide: so every part of the tooth gets clean; the sugar and bacteria can be on any side.)
- "Remy's family has cake at a party. What could help Remy's teeth afterwards?" (Answer guide: a drink of water, brushing at bedtime as usual; not "never eat cake".)
- "When do we brush?" (Answer guide: twice a day, morning and night, for about two minutes.)

Do not ask who brushes at home, who has been to a dentist, or what children eat or drink at home.

✓ Closing check (5 min)

Each child marks the three surfaces on their small tooth picture in three different ways (colours, or stripes, dots and zigzags) and shows the teacher, who asks: "Show me the chewing surface. How many times a day do we brush?" (Answer guide: points to the top of the tooth; "twice" or "two" or shows two fingers or the sun and moon card. Note on the class list.)

Vocabulary

tooth, teeth, baby teeth, outer surface, inner surface, chewing surface, brush, twice a day, two minutes, sugar, sugary

Differentiation

- Support: learn "outside, inside, top" before the longer names; point to the surfaces instead of naming them.
- Stretch: "Why might sticky sweets be harder on teeth than water?" (Answer guide: accept "the sugar stays on the teeth longer" as a sensible guess; label it a guess.)
- Non-speaking children: point to the surfaces and the sun and moon card, or use signs or a communication device.

- Blind or low-vision children: explore the textured tooth (a different texture for each surface); hear each food card described.
- Children without full use of their hands: "brush" in the air with any movement they choose, or tell an adult where to brush on the model.

⚠ Safety

- No real toothbrushes or toothpaste in class. Pretend brushing is in the air, not in mouths.
- No food or drink is tasted or brought in (allergies). Cards only.
- Never comment on anyone's teeth or lunch. Never ask about brushing at home, dentist visits, lost teeth or what children eat at home.
- If a child mentions tooth pain or something worrying, tell the school nurse or follow your school's procedure; if it is a safeguarding concern, follow your school's safeguarding procedure.

Teacher notes

- The sources advise brushing twice a day, for two minutes, with a soft brush and a fluoride toothpaste, brushing all three surfaces, and limiting sugary drinks and snacks (see the unit's sources). How much toothpaste a young child uses differs between countries; the unit leaves it to a grown-up.
- KidsHealth also advises never walking or running with anything in the mouth, such as a toothbrush; you could add this as a safety tip.
- Some families cannot easily get toothbrushes or toothpaste. Never make a child feel judged; if your school has a toothbrushing scheme, follow it.

Lesson 4: Medicine only from a trusted grown-up

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children learn what medicine is, that only a trusted grown-up gives it, and what to do if they find pills or a bottle they are not sure of: don't touch, don't taste, tell a grown-up.

Length: about 30 minutes, in the classroom.

Materials

- Four large pictures of Remy, one for each part of the story below (drawn, not photos).
- A "medicine rule" card with three pictures: a hand with a cross ("don't touch"), a mouth with a cross ("don't taste") and a child talking to a grown-up ("tell a grown-up").
- Eight scenario picture cards (drawn), listed in the main activity.
- Two sorting labels: "OK" and "Stop and tell a grown-up".
- For blind or low-vision children: a raised-line copy of the medicine rule card (a glue hand, a glue mouth and two glue figures); the scenario cards described aloud.
- A class list for notes.
- Pictures only: no real medicines, pill bottles, inhalers, vitamins or sweets in the classroom.

Steps

✎ Opening (5 min)

Sitting. "When people are poorly, a doctor or nurse might say they need medicine. Medicine can help our bodies get better. Medicine can be a tablet, a liquid on a spoon, a cream, or an inhaler that helps with breathing." "Medicine is not sweets. It can help when the right person gives the right amount, but it can be dangerous if a child takes it without a grown-up." Do not ask children about medicines or illnesses at home.

✎ Main activity (15 min)

1. **Remy's story (6 min).** Read the story, showing each picture, and ask the question after each part.

   Part 1. Remy has a sore ear and feels poorly. Remy's grown-up gives Remy medicine on a spoon, the way the doctor said. After a few days Remy feels better. (Who gave Remy the medicine? A grown-up who looks after Remy.)

   Part 2. Remy asks, "Is medicine like sweets?" Remy's grown-up says, "No. Medicine is not sweets. You only have medicine when a grown-up who looks after you gives it to you." (Why does a grown-up give it? They know which medicine and how much.)

   Part 3. At a family party, Remy sees some small, bright tablets on a table. They look just like sweets. (What do you think Remy should do? Let children suggest.)

Part 4. Remy doesn't touch them and doesn't taste them. Remy finds a grown-up and says, "There are tablets on the table." The grown-up says, "Thank you for telling me," and puts them away, high up, out of reach. (How might Remy feel? Maybe proud, maybe a bit worried; both are fine.)

1. **The medicine rule (3 min).** Show the medicine rule card and say it together, with actions (hands behind back, lips closed, pointing to a grown-up): **"Medicine only from a trusted grown-up. If you find pills or a bottle you're not sure about: don't touch, don't taste, tell a grown-up."** "Some tablets look like sweets, and some medicines look like juice. That's why we tell a grown-up even if we think it's a sweet."
2. **OK or stop and tell? (6 min).** Show each scenario card; children show thumbs up for "OK" or a flat "stop" hand for "Stop and tell a grown-up", and a child places it under a label. (Answer guide in brackets.)
3. Remy is poorly and Remy's grown-up gives medicine on a spoon. (OK)
4. Small coloured tablets on a table. (Stop and tell)
5. A bottle of pink liquid on the floor that looks like a drink. (Stop and tell)
6. A child uses their own inhaler with a grown-up's help at school, as their plan says. (OK)
7. An older child says, "Try my medicine, it tastes nice." (Stop and tell: say "No" and tell a grown-up)
8. A packet of tablets falls out of a coat on the floor. (Stop and tell)
9. An open tub of chewy shapes that might be vitamins, on a low shelf. (Stop and tell: vitamins are not sweets either)
10. Remy has a cough and the grown-up who looks after Remy reads the label and gives the right amount. (OK)

✓ Discussion questions (5 min)

- "What is the same about all the OK cards?" (Answer guide: a trusted grown-up gave the medicine, or helped, as the plan said.)
- "Why should Remy tell a grown-up even if the tablets look like sweets?" (Answer guide: tablets can look like sweets; you can't always tell; a grown-up can check and put them away.)
- "Some children have an inhaler or medicine at school. Is that OK?" (Answer guide: yes; their family and the school have agreed it, and a grown-up helps. Do not name or point to any child.)

✓ Closing check (5 min)

Hold up scenario card 2 (tablets on a table): "What should Remy do?" Then: "Who gives us medicine?" Children answer together by saying the rule, showing the three actions or pointing to the medicine rule card; ask a few children individually. (Answer guide: don't touch, don't taste, tell a grown-up; a trusted grown-up gives medicine. Note on the class list.)

Vocabulary

medicine, tablet, pill, liquid, inhaler, trusted grown-up, don't touch, don't taste, tell a grown-up

Differentiation

- Support: learn only "don't touch, tell a grown-up" first; sort four cards instead of eight.
- Stretch: "What could a grown-up do so children don't find tablets?" (Answer guide: put medicines away high up and out of sight.)
- Non-speaking children: show the three actions, point to the rule card, or use signs or a communication device.
- Blind or low-vision children: explore the raised-line rule card; hear each scenario described.
- Children who use an inhaler or other medicine at school: the lesson treats it as normal and grown-up-agreed. Check the materials with their family or the school nurse beforehand if you think a child may feel singled out.

⚠ Safety

- No real medicines, bottles, inhalers, vitamins or sweets in class.
- Never call medicine sweets, even as a joke.
- Do not ask about medicines, illnesses or who looks after children at home. Say "a grown-up who looks after you", not "mum" or "dad".
- If a child says they have taken medicine they found, or anything worrying, act at once: follow your school's first-aid and medicine procedure (and safeguarding procedure if needed).

Teacher notes

- The source (Up and Away) advises teaching children "what medicine is and why you or another caregiver must be the one to give it", and never telling children medicine is candy. It also says pills can look like candy and liquid medicines like sugary drinks.
- Follow your school's medicine policy for anything it says differently (for example who gives medicine at school).
- Up and Away is about medicines; cleaning products and other things children shouldn't touch are not covered here.

Lesson 5: Asking for help

Unit overview - Previous: Lesson 4

Goal: Children name trusted grown-ups at school and practise asking for help: getting a grown-up's attention, saying or showing what is wrong, and asking another grown-up if the first one cannot help. A one-to-one check over the following days covers the whole unit.

Length: about 30 minutes, in the classroom, plus about 4 minutes per child for the one-to-one check in extra short slots.

Materials

- One large picture of Remy.
- Pictures or names of trusted grown-ups at school (the class teacher, teaching assistants, lunchtime staff, office staff, the school nurse if there is one), as your school allows.
- A large "how to ask for help" card with three pictures: 1 get their attention, 2 say what is wrong, 3 ask another grown-up.
- Five Remy scenario cards (drawn), listed in the main activity.
- One "I need help" card per child (a picture of a raised hand and the words), which children can hand or show to an adult.
- A class puppet (optional), for modelling.
- For the one-to-one check: the lesson 1 "fair" and "not fair" cards and two pictures (lanes with every hoop the same distance away; lanes with one hoop much closer); the lesson 2 "good sport" card; the lesson 3 small tooth picture (a clean copy); scenario card 2 from lesson 4 (tablets on a table); the pictures or names of trusted grown-ups; a class list.
- For blind or low-vision children: a raised-line copy of the "how to ask for help" card (a glue hand, a glue mouth, two glue figures); a raised-line "I need help" card (a glue hand); the textured tooth from lesson 3; the raised-line fair and not fair cards from lesson 1 and the raised-line medicine rule card from lesson 4, for the check.
- A class list for notes.

Steps

✎ Opening (5 min)

Sitting. "In term 2, Remy told a grown-up when a feeling got big. In lesson 4, Remy told a grown-up about the tablets. Today: who can we ask for help at school, and how?" Show the pictures or names of trusted grown-ups and name each job: "These are grown-ups whose job at school includes helping children." Children point to or name ones they know.

✎ Main activity (15 min)

1. **How to ask (4 min).** Show the "how to ask for help" card. The teacher (or the puppet) models each step:
2. **Get their attention:** go to the grown-up, then say "Excuse me", put your hand up, sign, or show your "I need help" card.

3. **Say or show what is wrong:** "I need help. My friend is hurt." / "I feel sick." / "I can't find my class." Pointing or showing the card is fine too.
4. **Ask another grown-up** if the first one is busy or can't help: "If the first grown-up can't help, ask another one." Model a muddled version ("Um... um...") and a clear one, and ask which was easier to understand.
5. **Remy scenarios (8 min).** Show each card. Children say who Remy could ask and what Remy could say. Volunteers may act it out with the teacher or puppet as the grown-up (opt-in; nobody has to perform; children can also point or show their card). (Answer guide in brackets.)
6. In the playground, Remy's friend falls over and hurts their knee. (Go to a playground grown-up: "Excuse me, I need help. My friend is hurt.")
7. Remy feels sick in class. (Tell the teacher or teaching assistant: "I feel sick.")
8. After assembly, Remy can't find the class line. (Stay in the hall and ask a school grown-up nearby: "I can't find my class.")
9. Remy sees tablets on the floor in the corridor. (Don't touch, don't taste; tell the nearest school grown-up.)
10. Remy asks a grown-up for help, but the grown-up is busy and says "Just a minute." Remy's friend is still hurt. (Say "It's important, my friend is hurt", or ask another grown-up.)
11. **Practise with the card (3 min).** Give each child an "I need help" card. In pairs, one child is the grown-up and one shows the card and says or shows one thing from the scenarios; then swap. Children keep the card in their tray or bag if your school agrees.

✓ Discussion questions (5 min)

- "Why is it a good idea to say what is wrong, not just 'help'?" (Answer guide: the grown-up knows what to do faster.)
- "What can you do if the first grown-up can't help?" (Answer guide: ask another grown-up; say "It's important".)
- "Which grown-ups at school could you ask?" (Answer guide: any trusted grown-up at school from the pictures; accept any school job.) Do not ask about grown-ups at home.

✓ Closing check (5 min)

Each child, in turn around the room or in small groups, shows the teacher how they would get a grown-up's attention and says or shows one thing they might need help with. (Answer guide: "Excuse me", a raised hand, a sign or the card; then any clear statement or showing such as "My friend is hurt". Note on the class list.)

One-to-one check (about 4 minutes per child, in extra slots)

Over the following days, in a quiet corner while the class reads or does choice time, check each child alone. Answers can be spoken, pointed, shown, signed or given on a communication device; agreed alternatives count fully.

1. **Fair or not fair?** Show the two lane pictures. "Which race is fair? Why?" (Answer guide: the one where every hoop is the same distance; in the other, one team has less far to go.) For a blind or low-vision child, describe the two set-ups aloud or use raised-line lane cards.

2. **Good game.** "Show me what a good sport does at the end of a game." (Answer guide: says "Good game" or "Well played", waves, thumbs-up or signs; any one counts.)
3. **Teeth.** Give the clean tooth picture (or the textured tooth). "Show me the outer, inner and chewing surfaces. How many times a day do we brush? For about how long? Should sugary snacks be big or small?" (Answer guide: points to all three; "twice"; "about two minutes" or "until the sand runs out"; "small". Two of three surfaces plus "twice" is a secure start.)
4. **Medicine.** Show the tablets card (and describe it aloud for a blind or low-vision child). "What should you do?" (Answer guide: don't touch, don't taste, tell a grown-up; "medicine only from a trusted grown-up".)
5. **Asking for help.** Show the pictures of grown-ups. "Who could you ask for help at school? What would you say if a friend was hurt?" (Answer guide: names or points to one trusted school grown-up; gets attention and says or shows what is wrong, for example "Excuse me, my friend is hurt".)

Record each part as secure, developing or not yet. Never record winning or losing, or anything about home.

Vocabulary

help, trusted grown-up, "Excuse me", "I need help", hurt, sick, lost, ask another grown-up

Differentiation

- Support: practise only step 1 and one sentence ("I need help"); use the card instead of speaking.
- Stretch: "What if you can't see any grown-up?" (Answer guide: go to where grown-ups usually are, such as the classroom or office; ask a friend to come with you.)
- Non-speaking children: the "I need help" card, signs or a communication device are a full answer; check the class sign or device page for "help" in advance.
- Blind or low-vision children: explore the raised-line cards; hear the scenario cards and staff pictures described (use staff names and voices).
- Deaf children: practise getting a grown-up's attention by going to them and showing the card or signing.

⚠ Safety

- No stranger-danger stories. The lesson is about asking trusted grown-ups at school.
- Role play is opt-in; nobody acts being hurt on the floor.
- Do not ask children about grown-ups, illnesses or incidents at home.
- If a child tells you something worrying, follow your school's safeguarding procedure.

Teacher notes

- Check the staff pictures with your school's photo rules; names alone are fine.
- Children may say "I'd tell my mum". Accept it warmly and add: "And at school, who could you tell?"

Unit: Symbols, Signals, Sorting, and Step-by-Step Recipes (Computing, Grade 1)

> **Unreviewed AI draft.** Written by Gemini 4 Argon (2026-11-05). No human teacher has reviewed this unit. All content is CC0 1.0 Public Domain.

Overview

Before young children touch a keyboard, they already use the core building blocks of computing every day: they follow **step-by-step recipes** to get ready for school, read **symbols** on classroom labels, answer **yes/no questions** with two-state **signals** (thumbs up or thumbs down, red or green cards), and **sort** objects into groups using a clear rule.

Across five 35-minute unplugged lessons, Grade 1 students explore how humans and machines represent and organize information without needing any screens or electricity. Students act out step-by-step morning routines and spot out-of-order steps, invent picture symbols to label classroom bins, send silent two-state signals across the rug using two-color cards and flashlights, sort buttons and leaf cards by a single attribute rule (cross-linked with Grade 1 Science's Plants: parts, needs and growth), and distinguish tools that store or send information from tools that only do physical work.

Prior knowledge

- Students can count to 10, recognize basic shapes (circle, square, triangle) and colors, and take turns in a partner game.
- Helpful cross-links:
- Blending and decoding (Language and literacy, Grade 1) explores how written letter symbols stand for spoken sounds.
- Plants: parts, needs and growth (Science, Grade 1) observes leaf shapes and plant parts, which Lesson 4 uses as an unplugged sorting set.
- Leads to: Inputs, outputs, loops, and debugging (Computing, Grade 3) and Computing & systems progression.

Learning goals

By the end of this unit, a student can:

1. Put a 4-card everyday routine in exact order, act it out literally, and explain what goes wrong when two steps are swapped (Lesson 1).
2. Match and draw a simple **symbol** (icon) that stands for a classroom object or action, and explain why everyone using the symbol must agree on its meaning (Lesson 2).
3. Answer a **yes/no question** across the room using a two-state **signal** (such as red/green cards or 1 clap / 2 claps) without speaking aloud (Lesson 3).
4. **Sort** a mixed collection of 8 to 10 items into two groups using a single clear rule (attribute), and guess a partner's secret sorting rule by inspecting their groups (Lesson 4).
5. Decide whether an everyday object is an **information tool** (stores, shows, or sends messages) or a **non-information tool**, and state what kind of information it handles (Lesson 5).

Lesson sequence

Lesson	Title	Time	Core idea
Lesson 1	First This, Then That: Step-by-Step Recipes and Order	35 min	The order of steps in a routine (**algorithm**) matters; swapping two steps changes the result
Lesson 2	Pictures That Mean Something: Symbols and Shared Codes	35 min	A **symbol** is a simple mark or picture that stands for an idea or action when people agree on the rule
Lesson 3	Red Card, Green Card: Two-State Signals for Yes and No	35 min	A two-state **signal** (on/off, green/red, up/down) can send a clear **yes/no** message across a distance
Lesson 4	One Rule at a Time: Sorting Objects by Attributes	35 min	Computers and people organize data by checking one **attribute** (color, shape, size, or hole count) at a time
Lesson 5	Tools That Hold or Send Messages: Information Around Us	35 min	Some tools store, change, or send **information** (words, numbers, pictures, sounds), while others only move or hold physical things

Materials for the whole unit

No computers, tablets, or batteries are required (one optional teacher flashlight in Lesson 3):

- Paper, crayons or markers, and 4–8 index cards per student pair
- One two-sided card per student (colored green on one side and red with a black stripe on the other so color-blind students can distinguish both sides by pattern as well as color)
- Sorting sets for pairs in Lesson 4: an envelope of 10 large pre-made paper cutouts (`at least 5 cm across`, with 6 four-dot pieces and 4 two-dot pieces across Circle, Square, and Leaf shapes in Blue and Yellow) plus 2 extra test cutouts per pair

Assessment summary

Lessons 1–4 each conclude with a 3-question oral, pointing, or picture-card exit check with worked teacher answers. Lesson 5 concludes with a 4-question end-of-unit synthesis check (covering step order, symbols and two-state signals, single-attribute sorting, and information tools) with worked teacher answers.

Sources

These references provide background on the concepts introduced in Grade 1. All links were checked to load on 2026-11-05.

- Algorithm (step-by-step procedure): https://en.wikipedia.org/wiki/Algorithm — background for Lesson 1's ordered routine cards.
- Symbol (mark or sign representing an idea or object): https://en.wikipedia.org/wiki/Symbol — background for Lesson 2's classroom icon design and shared meaning.
- Traffic light (standard color and position signals): https://en.wikipedia.org/wiki/Traffic_light — real-world example of agreed-upon visual signals in Lessons 2 and 3.
- Signal (conveying information through a changing physical state): https://en.wikipedia.org/wiki/Signal — background for Lesson 3's two-state yes/no card and clap signals.
- Sorting (arranging or grouping items systematically by a criterion): https://en.wikipedia.org/wiki/Sorting — background for Lesson 4's single-attribute classification activities.

- Bell, T., Witten, I. H., & Fellows, M. (2015). CS Unplugged (general pedagogical inspiration for teaching early computing concepts without screens; all text, card sets, and activities in this unit are original CC0 work): https://www.csunplugged.org/

Known gaps and cautions

- **Unreviewed AI draft:** This unit has not yet been reviewed by a human Grade 1 teacher or tested in a live classroom.
- **Color vision accessibility in Lesson 3:** Never rely on red vs. green color alone for two-state signal cards. Always draw a bold `✓` (checkmark) on the green side and a bold `×` (cross) or diagonal stripes on the red side so every student can distinguish the two states by shape and pattern.
- **Single-attribute vs. multi-attribute sorting:** Grade 1 Lesson 4 focuses strictly on sorting by **one attribute at a time** (`Has 4 holes` vs. `Does NOT have 4 holes`). Compound rules (`Red AND Round`) are intentionally deferred to Grades 3–6 so 6-year-old learners build confidence with clean two-bucket classification first.
- **Materials safety caution:** Use large paper shape cutouts (`at least 5 cm across`) for Lesson 4's sorting sets rather than small buttons or beads that could pose a choking or small-parts hazard, and remind students that sorting pieces stay flat on the table.

Lesson 1: First This, Then That — Step-by-Step Recipes and Order

- **Unit:** Symbols, Signals, Sorting, and Step-by-Step Recipes (Computing, Grade 1)
- **Time:** 35 minutes
- **Grouping:** Whole class on the rug, then pairs at tables

Learning objective

Students will arrange a 4-step everyday routine in exact start-to-finish order, act out the steps literally, and explain why swapping two steps causes a mistake (**bug**).

Materials

- 4 large teacher demonstration cards showing pictures and short labels for **Putting On Shoes and Socks**:
- `Put on left sock and right sock`
- `Slide feet into shoes`
- `Pull laces or straps tight`
- `Stand up and walk to the door`
- Per student pair: 4 blank index cards and crayons (or a pre-drawn 4-card picture set for students who prefer ordering/pointing rather than drawing) for a 4-step routine (such as Washing Hands, Planting a Seed, or Making a Sandwich)

Vocabulary

- **Step:** One single action in a longer task.
- **Order (Sequence):** Which step happens first, second, third, and last.
- **Algorithm:** A step-by-step list of instructions to finish a job.
- **Bug:** A mistake in the instructions (like a missing step or two steps in the wrong order) that stops the job from working right.

Lesson flow

✎ 1. Opening: The Silly Shoe Robot (7 min)

1. Tell the class: "Pretend I am a helper robot getting ready for recess. Robots only do the exact steps on their cards, in the exact order the cards are lined up!"
2. Tape the 4 teacher cards to the board in a **scrambled** order:
3. Card 1: `Slide feet into shoes`
4. Card 2: `Pull laces or straps tight`
5. Card 3: `Put on left sock and right sock`
6. Card 4: `Stand up and walk to the door`
7. Pantomime following the scrambled cards literally—pretend to tie your shoes first, and then try to pull socks over the outside of your shoes!
8. Ask: "Why did the robot put socks on the outside of its shoes? Did I have all the right steps, or was something else wrong?"

9. Guide students to notice that all 4 steps were good steps, but the **order** was mixed up.

✎ 2. Main activity: Fixing the Sequence & Making 4-Card Recipes (18 min)

1. **Whole-class repair (5 min):** Invite two volunteers to come up and rearrange the 4 shoe cards into a working **algorithm** (`Socks` → `Shoes` → `Straps` → `Walk`). Act it out again to confirm it works.
2. **Pair card creation (8 min):** Give each pair 4 blank index cards. Each pair chooses one familiar 4-step routine:
3. Option A — Washing Hands (aligned with CDC Clean Hands steps): (1) Wet hands with clean running water and turn off the tap, (2) Apply soap and scrub hands all over for at least 20 seconds, (3) Turn on the tap, rinse soap bubbles off under clean running water, and turn off the tap, (4) Dry hands with a clean towel.
4. Option B — Planting a Bean Seed: (1) Scoop soil into the cup, (2) Poke a small hole and drop the seed in, (3) Cover the seed with soil, (4) Pour a little water on top.
5. Students draw a quick picture on each card and write the numbers `1`, `2`, `3`, `4` on the **back** of the cards.
6. **The Partner Swap & Bug Hunt (5 min):**
7. Each pair turns their 4 cards number-side down, mixes up **two** of the cards on purpose, and trades with a neighboring pair.
8. The neighboring pair tests the mixed-up routine (by acting it out, describing what would happen aloud, or tracing the cards in order), points to the two swapped cards (**the bug**), and puts them back in the right order.

✓ 3. Discussion questions (5 min)

- **Question 1:** "In our hand-washing recipe, what happens if we do Step 4 (Dry hands with a towel) BEFORE Step 3 (Rinse soap bubbles off)?"
- Example good answer: All the sticky soap bubbles get wiped onto the dry towel instead of going down the sink!
- **Question 2:** "Are there ever two steps where the order does NOT matter?"
- Example good answer: Putting on your left sock first or your right sock first both work, as long as both socks go on before the shoes!

✓ 4. Closing check (5 min)

Read three quick questions aloud (for Question 1, students can hold up 1, 2, or 3 fingers for A, B, or C or point to the choice; for Questions 2 and 3, students answer aloud, point to vocabulary cards on the board, or tell a partner):

1. Here are 3 steps for brushing teeth: **(A)** Brush teeth up and down, **(B)** Squeeze toothpaste onto the brush, **(C)** Rinse mouth with water. Which step must go **first**?
2. What do computer scientists call a step-by-step recipe for finishing a job?
3. If a robot puts the hat on its feet and the shoes on its head because the instruction cards were mixed up, what do we call that mistake in the instructions?

Worked answers for closing check

1. **(B) Squeeze toothpaste onto the brush** goes first (then **A** brush, then **C** rinse).
2. An **algorithm**.
3. A **bug**.

Differentiation

- **Extra support:** Start with a 3-card routine (First / Next / Last) using pre-drawn picture cards so students can focus on ordering rather than drawing.
- **Extra challenge:** Ask pairs to add a 5th step to their routine and find two steps whose order can be swapped without breaking the result, plus two steps whose order cannot be swapped.

Teacher notes

- **Common misconception:** Young learners often skip steps they consider "obvious" (for example, drawing Eat the banana without Peel the banana). When acting out student cards as the "Classroom Robot," playfully pretend to bite an unpeeled imaginary banana so students see why machines need every step stated clearly.

Lesson 2: Pictures That Mean Something — Symbols and Shared Codes

- **Unit:** Symbols, Signals, Sorting, and Step-by-Step Recipes (Computing, Grade 1)
- **Time:** 35 minutes
- **Grouping:** Whole class and pairs

Learning objective

Students will match familiar **symbols** (icons) to their meanings, design a clear symbol for a classroom supply bin or action, and test whether a classmate can decode it without words.

Materials

- Board or chart paper showing 5 familiar symbols drawn large:
- A **heart** (♥), a **musical note** (♪), a **trash can**, a **magnifying glass**, and a **triangle play button** (▶)
- 2 blank index cards and markers per student (plus optional pre-drawn symbol stickers/stencils and a printed 6-item classroom action menu so students can also participate by selecting or pointing)

Vocabulary

- **Symbol (Icon):** A simple picture or mark that stands for a word, object, or action.
- **Decode:** To look at a symbol or secret code and figure out what message it means.
- **Shared Rule (Key):** The agreement between the sender and the reader about what each symbol means.

Lesson flow

✎ 1. Opening: Reading Without Letters (7 min)

1. Point to the 5 symbols on the board (♥, ♪, trash can, magnifying glass, ▶).
2. Ask: "There are zero letters written inside these five drawings, yet you already know what they mean! Turn to your partner and tell them what the triangle ▶ and the magnifying glass tell you to do on a screen or player."
3. Expected answers: ▶ means **Play / Start**, and the magnifying glass means **Search / Look closely**.
4. Connect to Grade 1 Language and Literacy (Blending and Decoding): just as the letter symbol `m` stands for the `/m/` sound because readers agree on that rule, picture **symbols** let people and computers share instructions quickly in a tiny space.

✎ 2. Main activity: Classroom Symbol Designers & Silent Decoding (18 min)

1. **What makes a good symbol? (5 min):**

2. Draw two versions of a symbol for the **"Scissors Bin"** on the board:
    - Drawing A: A giant detailed picture of a whole classroom with tables, windows, a clock, and tiny scissors in the corner (takes 2 minutes to draw, hard to tell what matters).
    - Drawing B: Two crossed blades and two finger loops (simple, bold, takes 5 seconds to draw and recognize from across the room).
3. Emphasize: A strong symbol is **simple**, **clear**, and shows only the most important shape.
4. **Design 2 Action Symbols (8 min):**
5. Give each student 2 index cards. On the **back** of each card, the teacher (or student) whispers/marks one secret classroom action from a 6-item picture menu on the board:
    1. Wash hands (water drop + hand)
    2. Quiet voices (finger over lips or crossed-out speaker)
    3. Line up at the door (three stick figures in a row by a rectangle door)
    4. Sharpen pencil (pencil tip with shavings)
    5. Put book in backpack (rectangle book + arrow into bag)
    6. Sit in a circle (circle of dots or arrows)
6. On the **front** of each card, students draw a simple symbol using **no letters or numbers**.
7. **Silent Partner Decode Test (5 min):**
8. Partners trade cards front-side up. The partner **decodes** the symbol by pointing to the matching action on the 6-item picture menu, stating it quietly, or acting it out. If the partner identifies the right job, the symbol passed the test!

✓ 3. Discussion questions (5 min)

- **Question 1:** "What would happen if I decided that a green circle on our classroom door meant 'Come inside,' but the principal thought a green circle meant 'Stay out'?"
- Example good answer: People would get confused and do the wrong thing because they didn't share the same rule (key) for the symbol.
- **Question 2:** "Why do computer buttons and road signs often use simple pictures instead of long sentences?"
- Example good answer: You can understand a simple picture in one glance, even from far away or if you are still learning to read long words.

✓ 4. Closing check (5 min)

Students answer three quick checks:

1. A button on an audio player shows **two vertical bars (⏸)** next to the triangle play button (▶). What action does that symbol stand for?
2. You want to put a symbol on the classroom **Recycling Bin for Paper**. Which is a clearer symbol: a drawing of a whole school building, or a drawing of a sheet of paper with arrows going in a circle? Why?
3. What does it mean to **decode** a symbol?

Worked answers for closing check

1. **Pause / Stop for a moment.**
2. **A sheet of paper with arrows in a circle**, because it is simple and shows the exact item and action without extra confusing details.
3. To look at the symbol and translate it back into the word, idea, or action it stands for.

Differentiation

- **Extra support:** Provide stencil shapes (circles, triangles, arrows) so students can combine simple shapes into symbols without worrying about freehand drawing.
- **Extra challenge:** Ask pairs to combine **two** symbols in sequence on one strip (for example, `[Pencil Symbol] → [Backpack Symbol]`) to write a 2-step symbol sentence ("Put your pencil in your backpack").

Teacher notes

- **Common misconception:** Students sometimes treat drawing a symbol as an art contest and add rainbows, grass, and smiling suns around the icon. Remind them that extra decorations can confuse the reader ("Wait—does this bin hold pencils, or does it hold sunglasses?").

Lesson 3: Red Card, Green Card — Two-State Signals for Yes and No

- **Unit:** Symbols, Signals, Sorting, and Step-by-Step Recipes (Computing, Grade 1)
- **Time:** 35 minutes
- **Grouping:** Whole class and pairs across tables

Learning objective

Students will send and receive **two-state signals** (`YES` / `NO`) without speech across the classroom to answer questions and play a mystery guessing game, and explain how two distinct states (visual, tactile, or sound) can carry information without spoken words.

Materials

- Per student: one two-sided **Signal Card** (with an optional raised tactile sticker/felt dot on the `YES` side, or paired with a sound/touch signal such as `1 tap = YES` / `2 taps = NO` for non-visual access):
- Side 1: **Green with a bold black `✓` (checkmark)** — means `YES / TRUE`
- Side 2: **Red with bold black stripes and an `×`** — means `NO / FALSE`
- 4 large **Mystery Object picture cards** for the board (`1. Red Apple`, `2. Yellow School Bus`, `3. Green Frog`, `4. Red Fire Truck`)
- Optional teacher prop: a classroom flashlight or desk lamp (`ON` = Yes, `OFF` = No)

Vocabulary

- **Signal:** A sound, light, or movement that sends a message from one place to another.
- **Two-State Signal:** A signal that only has two clear choices—such as `ON` or `OFF`, `GREEN ✓` or `RED ×`, or `1 clap` vs. `2 claps`.
- **Sender and Receiver:** The **sender** makes the signal; the **receiver** watches or listens to read the message.

Lesson flow

✎ 1. Opening: Talking Across a Noisy River (7 min)

1. Ask students to imagine standing on opposite sides of a rushing waterfall where nobody can hear a spoken voice.
2. Ask: "If your friend across the waterfall holds up an apple and wants to ask 'Are you hungry?', how could you answer **YES** or **NO** without shouting a single word?"
3. Collect student ideas: nodding vs. shaking head, thumbs up vs. thumbs down, holding up a green `✓` card vs. a red `×` card, or flashing a flashlight `ON` vs. keeping it `OFF`.
4. Explain: Computers inside wires cannot shout words either! Instead, they send tiny electrical or light **signals** that have just **two states** (`ON` and `OFF`), which prepares students for how computers use binary in later grades.

✎ 2. Main activity: Silent Signal Relay & Mystery Animal Game (18 min)

1. **Whole-class Signal Check (5 min):**
2. Hand out the two-sided **Green** ✓ **/ Red** × **Signal Cards**.
3. Practice signaling without speech: when the teacher asks a question, nobody speaks—every student holds up the card side (or uses the agreed tap signal) that matches the truth:
    - "Does a triangle have 3 corners?" → Class holds up **Green** ✓.
    - "Do fish live in trees?" → Class holds up **Red** ×.
    - "Are we in Grade 1?" → Class holds up **Green** ✓.
4. **Changing the Physical Signal (4 min):**
5. Put the cards flat on the floor. Now send the **exact same information** using a sound signal:
    - **1 clap** = `YES`
    - **2 claps** = `NO`
6. Ask two more questions (`"Is 2 + 2 equal to 4?"` → 1 clap; `"Is ice hot?"` → 2 claps). Point out that the **message** (`YES` or `NO`) stayed the same even when the **signal tool** changed from colors to claps!
7. **Partner 4-Question Mystery Object Game (9 min):**
8. Place 4 picture cards on the board where everyone can see them:
    1. **Red Apple** (Round, Red, Fruit, No legs)
    2. **Yellow School Bus** (Rectangle, Yellow, Has wheels, No legs)
    3. **Green Frog** (Green, Living animal, Has legs, No wheels)
    4. **Red Fire Truck** (Rectangle, Red, Has wheels, No legs)
9. In pairs sitting across a table:
    - **Sender** secretly picks one of the 4 pictures and writes its number (`1`, `2`, `3`, or `4`) face-down.
    - **Receiver** asks up to **4 yes/no questions** (`"Is your mystery item red?"`, `"Does it have wheels?"`), and the **Sender** answers using their agreed two-state signal (holding up the **Green** ✓ **/ Red** × **Signal Card**, using a tactile card side, or tapping `1 tap = YES` / `2 taps = NO`).
    - Then partners switch roles.

✓ 3. Discussion questions (5 min)

- **Question 1:** "Why did we put a black checkmark ✓ and black stripes ▨ on our cards in addition to green and red?"
- Example good answer: Because color alone can be hard to tell apart in dim light, from far away, or for people with color-blind vision; adding distinct shapes (✓ vs. ×), tactile stickers, or sound signals (`1 clap` vs. `2 claps`) makes the signal much clearer and more accessible.
- **Question 2:** "What happens if a sender holds their card sideways so the receiver can't see either side?"
- Example good answer: The message is unclear! A two-state signal only works when you clearly choose one of the two states.

✓ 4. Closing check (5 min)

1. You and your partner agree on this rule for a flashlight: **Light ON = Yes**, **Light OFF = No**. On a Tuesday morning at school, your partner asks, "Is today a school day?" What should you do with the flashlight?
2. Can a two-state (`YES / NO`) card directly answer the question "What is your favorite color?" Why or why not? How could you change the question so the card can answer it?
3. Name two different ways to send a two-state (`YES / NO`) signal without speaking.

Worked answers for closing check

1. **Turn the flashlight ON** (since Tuesday at school is a school day, and `ON` stands for `YES`; if asked on a weekend day with no school, you would leave the flashlight **OFF** for `NO`).
2. **No**, because "What is your favorite color?" has many possible answers, not just yes or no. You can change it into a yes/no question like "Is your favorite color blue?"
3. Any two clear pairs: **Green ✓ / Red × cards**, **thumbs up / thumbs down**, **nodding / shaking head**, **1 clap / 2 claps**, or **flashlight ON / OFF**.

Differentiation

- **Extra support:** Practice the 4-picture Mystery Game together as a whole group first, crossing off eliminated pictures on the board after each `Green ✓` or `Red ×` answer.
- **Extra challenge:** Expand the board to **8 mystery pictures** and challenge pairs to find which 3 yes/no questions can identify any of the 8 pictures every single time.

⚠ Safety

- If using a teacher flashlight, shine it toward the wall or ceiling card rather than toward students' eyes.

Teacher notes

- **Connection to later grades:** This lesson builds the physical intuition for **binary states (`1` and `0`)** and **decision trees** without needing any math notation beyond counting to 2.

Lesson 4: One Rule at a Time — Sorting Objects by Attributes

- **Unit:** Symbols, Signals, Sorting, and Step-by-Step Recipes (Computing, Grade 1)
- **Time:** 35 minutes
- **Grouping:** Whole class and pairs

Learning objective

Students will **sort** a mixed collection of 8 to 10 items into two groups using a single clear **attribute** rule (`YES, matches the rule` vs. `NO, does not match`), and determine a partner's secret sorting rule by inspecting the sorted groups.

Materials

- Per student pair:
- A sorting mat made from a folded sheet of paper labeled **Side A: YES (Matches the Rule)** and **Side B: NO (Does Not Match)**
- An envelope of **10 large pre-made paper cutouts (`at least 5 cm wide`)** with a fixed starter composition (**6 cutouts with `4 dots` and 4 cutouts with `2 dots`**, including **3 Squares, 4 Circles, and 3 Leaves**) plus **2 extra test cutouts** (`1 Blue Circle with 4 dots` and `1 Yellow Square with 2 dots`, set aside for Round 2):
  - **3 Squares:** `2 Blue Squares with 4 dots` and `1 Yellow Square with 2 dots`
  - **4 Circles:** `2 Blue Circles with 4 dots` and `2 Yellow Circles with 2 dots`
  - **3 Leaves** (connecting to Grade 1 Science: Plants—smooth-edge vs. jagged/toothed-edge leaves): `2 Yellow Smooth-Edge Leaves with 4 dots` and `1 Blue Jagged-Edge Leaf with 2 dots`

Vocabulary

- **Attribute (Property):** Something you can observe or count about an object, such as its color, shape, size, or number of dots.
- **Sorting Rule:** A clear question that puts every object into a `YES` group or a `NO` group (for example, "Does it have 4 dots?").
- **Data:** A collection of facts or items that we can count, compare, and sort.

Lesson flow

✎ 1. Opening: The Messy Supply Box vs. The Sorted Box (7 min)

1. Hold up a cup of 10 mixed paper shapes/buttons and dump them in a pile. Ask quickly: "You have 2 seconds—are there more 4-dot pieces or 2-dot pieces?" (It is hard to tell when everything is jumbled together!)
2. Now slide all the **4-dot** pieces onto the `YES` side of the mat and all the **2-dot** pieces onto the `NO` side, lining them up in two neat rows (`6` on the left, `4` on the right).
3. Ask the same question again: "Now how fast can you tell which group has more?"

4. Explain: Computers sort **data** using clear **attributes** so they can count and find things almost instantly.

✎ 2. Main activity: Rule Makers & Rule Detectives (18 min)

1. **One Rule, Two Groups (5 min):**
2. Show why a sorting rule must be **observable and exact**:
    - Good rule: **"Is the shape a circle?"** (Every classmate will put the exact same pieces into `YES` and `NO`.)
    - Vague rule: **"Is this piece cool?"** (Different people disagree, and a computer wouldn't know which pile to pick!)
3. **Round 1 — Follow the Teacher's Rule (5 min):**
4. Call out an attribute rule: **"Rule 1: Does it have 4 dots?"**
5. Pairs sort all 10 pieces onto their `YES` and `NO` mat, then count how many pieces landed in each group (`6` in `YES`, `4` in `NO`).
6. Repeat with a second rule using the **exact same 10 pieces**: **"Rule 2: Is the shape a square?"** Now `3` cutouts land in `YES` (the 3 Squares) and `7` cutouts land in `NO` (the 4 Circles and 3 Leaves)—notice how the very same pieces move into different groups when the rule changes!
7. **Round 2 — Secret Rule Detective (8 min):**
8. **Partner A (Rule Maker)** secretly chooses one attribute (such as Color = Blue, Shape = Leaf with jagged edges, or Dots = 2) and sorts all 10 pieces onto the `YES` and `NO` mat without speaking.
9. **Partner B (Rule Detective)** inspects both groups, tests their idea by taking 1 of the **extra test cutouts** and placing it on the matching side of the mat, and states a candidate rule aloud. (Note that one test piece checks whether a rule fits so far, and sometimes two different rules—such as 'Has 4 dots' vs. 'Not 2 dots'—can fit the same piles; accept any rule that accurately matches all sorted cutouts, or test the second extra cutout and have Partner A reveal their intended rule.)
10. Switch roles and play again.

✓ 3. Discussion questions (5 min)

- **Question 1:** "Why did a blue square with 4 dots go into the *`YES`* pile during Round 1 ('Does it have 4 dots?'), even though it was blue and square?"
- Example good answer: Because our rule only checked the number of dots, so the computer ignored color and shape during that sort.
- **Question 2:** "In Grade 1 Science (Plants), how could a botanist use a *`YES / NO`* sorting rule to organize a basket of leaves?"
- Example good answer: They could check one clear attribute, like "Does the leaf have a smooth edge (YES) or a jagged edge (NO)?"

✓ 4. Closing check (5 min)

Draw 5 items on the board: - **Item A:** Big Black Circle with 2 dots - **Item B:** Small White Square with 4 dots - **Item C:** Big White Circle with 4 dots - **Item D:** Small Black Triangle with 2 dots - **Item E:** Big Black Square with 4 dots

Ask students: 1. If the sorting rule is **"Does it have 4 dots?"**, which items go into the **YES** group? 2. If we sort the exact same 5 items using a new rule, and the **YES** group ends up with **Item A** and **Item C**, what was the secret sorting rule? 3. Why is "Is it a nice shape?" a bad sorting rule for a computer?

Worked answers for closing check

1. **Items B, C, and E** (all three have 4 dots).
2. **"Is it a Circle?"** (Items A and C are the only circles).
3. Because "nice" is an opinion, not a measurable **attribute**, so a computer has no exact rule to test.

Differentiation

- **Extra support:** Give students attribute cards showing icons (`Color`, `Shape`, `Number of Dots`) so they can point to the card they are testing.
- **Extra challenge:** After sorting into `YES` and `NO` by **Shape (Circle vs. Not Circle)**, ask pairs to sort each side again by **Number of Dots (4 dots vs. 2 dots)** to create a 2×2 four-box grid.

⚠ Safety

- Use large paper shape cutouts (`at least 5 cm wide`) rather than small buttons or beads, and keep all cutouts flat on the sorting mat.

Teacher notes

- **Common misconception:** When playing Secret Rule Detective, students sometimes state two different rules for the two sides (for example, "This side is circles, and that side is 2-dot pieces"). Remind them that the `NO` side must simply be **"Everything that is NOT [the YES rule]"** so no piece is ever left homeless or placed in both piles at once.

Lesson 5: Tools That Hold or Send Messages — Information Around Us

- **Unit:** Symbols, Signals, Sorting, and Step-by-Step Recipes (Computing, Grade 1)
- **Time:** 35 minutes
- **Grouping:** Whole class and pairs

Learning objective

Students will distinguish **information tools** (everyday objects and computers that store, display, or send words, numbers, pictures, or sounds) from tools that only do physical work, and complete the end-of-unit synthesis check.

Materials

- 1 large teacher demonstration set of 8 object picture cards for the board, plus **1 printed set of the same 8 picture cards per student pair** for the Step 2.2 pair sort:
- **Storybook** (stores words and pictures)
- **Wall clock** (shows time information with numbers/hands)
- **Wooden spoon** (stirs soup; does not store or send messages)
- **Telephone / tablet** (sends and receives voice, pictures, and text messages)
- **Traffic light** (sends stop/go signals with lights)
- **Umbrella** (blocks rain; does not store or send messages)
- **Thermometer** (shows temperature information)
- **Pair of scissors** (cuts paper; does not store or send messages)
- 1 end-of-unit half-sheet check per student

Vocabulary

- **Information:** Words, numbers, pictures, or sounds that tell us something we want to know.
- **Information Tool:** A tool or machine made to **store** (save for later), **show**, or **send** information.
- **Computer:** A machine that takes in information, follows a step-by-step algorithm, and stores or shows new information.

Lesson flow

✎ 1. Opening: The Book vs. The Brick (7 min)

1. Hold up a **hardcover picture book** in one hand and a **wooden block (or stapler)** in the other hand.
2. Ask: "Both of these are about the same size and sit on a shelf. Which one can tell you a story or teach you how a frog grows?" (The book!)
3. Explain: The wooden block holds up a tower, which is a physical job. The book is an **information tool**—its job is to store **words and pictures** so someone can read them

tomorrow or next year. Computers, clocks, thermometers, and phones are also information tools!

✎ 2. Main activity: Information Tool Detective Walk & 8-Card Sort (18 min)

1. **Three Jobs of Information Tools (5 min):** Write three action words on the board with simple icons:
2. **STORE (Save):** Like a book, a calendar, or a camera photo album.
3. **SHOW / MEASURE:** Like a wall clock, a ruler, or a thermometer.
4. **SEND (Share across a distance):** Like a telephone, a walkie-talkie, or a traffic light.
5. **8-Card Pair Sort (8 min):**
6. Using the sorting skill from Lesson 4, pairs sort the 8 object cards using the rule: **"Is its main job to store, show, or send INFORMATION?"**
7. Review each card together:
    - **YES (Information Tools):** Storybook, Wall clock, Telephone/tablet, Traffic light, Thermometer.
    - **NO (Physical-only Tools):** Wooden spoon, Umbrella, Scissors.
8. **Classroom Detective Spot-Check (5 min):**
9. Invite students to point from their seats to one **information tool** in the classroom (for example, the daily schedule chart, the fire-exit sign, the teacher's laptop, or the calendar) and tell a partner what kind of information it stores or shows.

✓ 3. Discussion questions (5 min)

- **Question 1:** "Is a paper notebook an information tool even though it has no screen, no wires, and no batteries?"
- Example good answer: Yes! Once you write words, numbers, or symbols in it, the notebook **stores** that information so you don't forget it.
- **Question 2:** "How does a computer combine ALL the ideas from our five lessons?"
- Example good answer: A computer follows step-by-step **algorithms** (Lesson 1), displays **symbols** on its screen (Lesson 2), uses **two-state on/off signals** inside its wires (Lesson 3), **sorts** data by rules (Lesson 4), and stores or sends **information** (Lesson 5)!

✓ 4. End-of-unit synthesis & Closing check (5 min)

Students answer four unit review questions (orally or by circling answers on their half-sheet):

1. **(Lesson 1 — Order):** Put these 3 steps for mailing a birthday card in the right order:
2. **(A)** Drop the sealed envelope into the mailbox
3. **(B)** Write your friend's name on the card
4. **(C)** Put the card inside the envelope and seal it
5. **(Lesson 2 & 3 — Symbols & Signals):** On a classroom model of a pedestrian signal, the display shows a **white walking-person symbol** vs. a **red raised-hand symbol**. Which symbol indicates the **WALK signal phase (`YES, walk phase`)**, and why must a real pedestrian still stop at the curb, look both ways for traffic, and cross with a trusted adult?

6. **(Lesson 4 — Sorting):** Look at these four animals: **Duck (2 legs)**, **Dog (4 legs)**, **Cat (4 legs)**, **Robin (2 legs)**. What single sorting rule puts **Dog** and **Cat** into the `YES` group and **Duck** and **Robin** into the `NO` group?
7. **(Lesson 5 — Information Tools):** Circle the **two** items below whose main job is handling **information**:
8. `Hammer` | `Thermometer` | `Winter Coat` | `Library Book`

Worked answers for closing check

1. **Order: (B)** Write on the card → **(C)** Put it in the envelope and seal it → **(A)** Drop it into the mailbox.
2. The **white walking-person symbol** indicates the **WALK signal phase (`YES, walk phase`)** (while the red raised hand indicates **WAIT / DO NOT START CROSSING**). **Safety rule:** A signal only shows the light's phase—it cannot guarantee that the road is clear or stop a moving vehicle, so pedestrians must always stop, look and listen for traffic in all directions, and follow local crossing rules with an adult.
3. **"Does the animal have 4 legs?"** (or "Does it have fur instead of feathers?").
4. **`Thermometer`** (measures and shows temperature information) and **`Library Book`** (stores words and pictures).

Differentiation

- **Extra support:** Allow students to act out what they do with each object (stirring with a spoon vs. reading a book or checking the time on a clock) to feel the difference between moving physical matter and getting a message.
- **Extra challenge:** Ask students to find a **"hybrid" machine** at home or school that does BOTH a physical job AND handles information (for example, a washing machine that spins wet clothes physically and has a digital timer screen that counts down minutes and beeps).

Teacher notes

- **Common misconception:** Many 6-year-olds assume that "information" only lives inside glowing electronic screens. Highlighting non-electronic information tools (books, calendars, road signs, tally marks, and the two-color signal cards from Lesson 3) helps students see computing as part of a long human history of recording and sending messages.

Grade 1 Computing: Programming a Floor Robot: Plan, Test, Fix and Repeat (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Every route in the answer keys was checked with a small computer simulation of the grid, but not with children. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 2

It follows the kindergarten computing units (Clear Instructions for Everyday Tasks, Gemini 4 Argon's Step-by-Step Robot Recipes and Floor-Grid Paths and Patterns and Fixing a Wrong Step) and Argon's grade 1 term 1 unit, Symbols, Signals, Sorting, and Step-by-Step Recipes.

This unit is "unplugged": a child (or a toy moved by a child) is the robot. If the school has a programmable floor robot, lesson 5 can use it, but no device is needed.

Big idea

A program is a list of steps written **before** the robot moves. We plan the whole route, test it one step at a time, find the first step that goes wrong, fix just that step and test again. When a step repeats, we can write it once with a **repeat** card.

Outcomes

By the end of the unit, most children can:

1. Write a whole program with arrow cards (forward, turn left, turn right) before the robot moves, for a route of up to five cards on a 4 by 4 grid.
2. Choose the right turn by looking from the robot's point of view, even when the robot faces them.
3. As tester, run a program one card at a time, point to the first card that goes wrong, and fix it.
4. Show that there can be more than one right program for the same route, for example round two "rocks".
5. Spot three forward cards in a row and swap them for a **repeat 3** card followed by one forward card (repeat 3, forward).

Prior knowledge

- Kindergarten: giving clear instructions, the forward and turn arrow cards on a 3 by 3 grid, and the tester's job of finding one wrong card.
- Counting to 10. Telling left from right is **not** needed: the turn cards and the "stand behind the robot" trick (lesson 2) do that job.
- Children do not need to read; every card is a picture.

Lessons

Lesson	Title	Time	Core idea
1	Write it all first	30 min	Programmer, tester and bot roles; the whole program is written before the bot moves
2	Which way is the robot facing?	30 min	Turn cards from the robot's point of view; routes with one turn
3	Find the first wrong card	30 min	Testing step by step; missing, extra and wrong-turn bugs
4	Round the rocks	30 min	Rocks on the grid; two different right programs
5	Spot the repeat	30 min	Repeat cards; robot show; one-to-one check

Timings: lessons 1-4 are 30 minutes (5 + 17 + 4 + 4); lesson 5 is 30 minutes (3 + 15 + 7 + 5, with the check spread over the week).

The grid and the cards

- **Floor grid:** 4 by 4 squares, made with masking tape on the floor, or chalk outside. Squares big enough for a child to stand in with both feet (about 40 cm across works for most children; make them bigger for a child using a wheelchair or walker, or use a table grid for that child's group).
- **Front edge:** mark one edge of the grid with a strip of coloured tape and a picture card (for example a sun). The teacher and the programmer's table stay at the front edge.
- **Naming squares (for the teacher only):** in the answer keys, "column 1" is on the left when you stand at the front edge looking at the grid, and "row 1" is the row nearest the front edge. So (column 1, row 1) is the front-left square. Children do not use these names; put a start card and a star card on the squares instead.
- **Arrow cards: forward** (a straight arrow, one square), **turn left** and **turn right** (a curved arrow, a quarter turn on the spot, with no step). These are the same three moves as in the kindergarten robot unit. Write "forward", "turn left" and "turn right" small on each card for adults.
- **Program strip:** a long paper strip with ten boxes, so a program can be laid out in order, left to right.
- **Table grids:** a 4 by 4 grid on paper (squares about 5 cm) with a toy or counter as the robot, for pairs or groups who are not on the floor grid, and for any child who prefers it.

Materials

- The 4 by 4 floor grid with the marked front edge (above). If only one floor grid is possible, other groups use table grids.
- **Start card** and **star card** (the goal), one of each per grid.
- **Arrow card sets:** one per group of three (or per pair at a table grid): 8 forward, 3 turn left, 3 turn right.
- **Program strips:** one per group.
- **Job badges:** programmer, tester and bot (one set per group of three; on a string or a clip).
- **Table grids:** one per pair, each with a small toy or counter that has a clear front (draw a face or an arrow on it).

- **Bug programs** (lesson 3): three program strips already filled in with a mistake each (see lesson 3), plus one for the closing check.
- **Two "rocks"** per grid (lesson 4): cushions, beanbags or small boxes that fit inside a square.
- **Repeat cards** (lesson 5): one each of **repeat 2**, **repeat 3** and **repeat 4** per group (a loop arrow with a big number).
- A piece of string or wool per group (lesson 5 stretch only), to loop round a group of cards.
- Optional (lesson 2 support): a sticker for a child's right hand, only if the school already uses this.
- **Check things** (lesson 5): a table grid with a toy robot, start and star cards, arrow cards, a repeat 3 card, two filled-in program strips (see lesson 5) and the record sheet (class list with five columns).
- Optional: a programmable floor robot (lesson 5), with a grid sized to match how far it moves for one press.
- Optional, for blind or low-vision children: tactile arrow cards (arrows made from pipe cleaners or raised glue lines) and a grid with raised edges (in every lesson); raised blocks for the rocks (lessons 4 and 5); tactile repeat cards for 2, 3 and 4 (a raised loop and 2, 3 or 4 raised dots; lesson 5).
- Ear defenders and a quiet spot, as in every unit.

Access and inclusion

- **Every role is real.** A child who prefers not to walk the grid can be programmer or tester, or move a toy robot on a table grid. Being the bot is never required.
- **Wheelchair users and walker users:** bigger squares, or the child moves a toy robot on a table grid, or directs a partner. A quarter turn in a wheelchair counts as a turn.
- **Speaking is optional.** Programs are cards, so a child can program by laying out cards and test by pointing; the bot can show "done" with a thumbs-up or a tick card.
- **Blind or low-vision children:** tactile arrow cards, a raised-edge table grid, and a partner who says each card aloud. On the floor grid a partner can walk beside the bot and tap each square.
- **Deaf or hard-of-hearing children:** the tester points to each card and shows it to the bot before the bot moves, so nobody needs to hear the instruction.
- **Left and right:** never test children on left and right words. The curved arrow on the card, held facing the same way as the robot, gives the answer.
- **Movement and noise:** the bot walks slowly, one square per card. Quiet spot and ear defenders are always allowed.

Assessment

Lesson 5 includes a five-part check, done one-to-one with a table grid (about 4 minutes each child; spread over the week). Record each part as **yes**, **with help** or **not yet**:

1. **Predict:** the robot starts on (column 2, row 1) facing away from the child, and the program is forward, forward, turn right, forward. The child puts a finger on the square where it stops. (Answer: column 3, row 3.)
2. **Write:** robot on (column 1, row 1) facing away from the child, star on (column 3, row 3). The child lays out a program with arrow cards. (Any program that reaches the star counts; for example forward, forward, turn right, forward, forward.)
3. **Turn from the robot's view:** the robot is turned to face the child. The child picks the turn card that would make it turn towards the star card (placed beside the grid, to one side of the toy), by standing behind it, turning the card or pointing. (Check by turning the toy.)

4. **Find the bug:** the program forward, turn left, forward, forward, forward should take the robot from (column 1, row 1), facing away from the child, to the star on (column 4, row 2). The child runs it one card at a time and points to the first card that goes wrong, then fixes it. (Answer: the turn left card; after it, the next forward walks off the grid. Swapping it for turn right makes the program work.)
5. **Repeat:** given forward, forward, forward, the child swaps them for the repeat 3 card followed by one forward card (repeat 3, forward). Either order counts as **yes** if the child says or shows that the forward happens three times.

Doing it in their own way (pointing, moving the toy, the child's usual access) counts as **yes**. "Not yet" is normal for some children; programming returns in grade 2.

Sources

- CS Unplugged, "Kidbots" topic page and "What's it all about?": https://www.csunplugged.org/en/topics/kidbots/ (read 9 November 2026). Writing a program involves planning, coding the instructions, testing, tracking down bugs and changing the program; Kidbots separates the roles of programmer, tester and bot, so the programmer does not adjust the program on the fly; there can be more than one correct way to program a solution.
- CS Unplugged, "Rescue Mission" (ages 5 to 7, lesson 1): https://www.csunplugged.org/en/topics/kidbots/rescue-mission/ (read 9 November 2026). A large floor grid (tape, carpet or chalk), arrow cards for move forward, turn left and turn right, job badges, and left and right cards for children still learning left and right; "ALL the instructions are written before the Bot can follow those instructions". Lessons 1 to 3 follow this structure.
- Wikipedia, "Logo (programming language)": https://en.wikipedia.org/wiki/Logo_(programming_language) (read 9 November 2026). Papert's "body-syntonic reasoning": children predict and reason about the turtle's motion by imagining what they would do if they were the turtle. Lesson 2's "stand behind the robot" trick uses this idea.
- Wikipedia, "Turtle (robot)": https://en.wikipedia.org/wiki/Turtle_(robot) (read 9 November 2026). Turtles are small educational robots closely linked with Seymour Papert and Logo in computer education.
- No computing standard or national curriculum document was read for this unit.

Known gaps

- **No standard read.** The outcomes are the author's judgement.
- **The repeat card is a stretch for some six-year-olds.** Lesson 5 keeps it to one card repeated; repeating a group of cards is an extension only.
- **Real floor robots differ.** Some move further than one grid square per press, and some only turn on the spot. Check your robot before lesson 5 and size the grid to match.
- **Grid size:** a 4 by 4 floor grid takes about 1.6 m by 1.6 m. Classrooms without the space can use table grids throughout.
- Peer check: Gemini 4 Argon did a bounded text, link, timing, year-plan count and route-simulation check at cb14446 on 9 November 2026 (not an educator or classroom review): links, timings and all grid routes passed; its three notes (repeat-card order to match lesson 5; tactile repeat cards and raised rocks for blind or low-vision children; a named target for check item 3) were folded in at 59f137c, which Argon also diff-checked the same day (see PEERCHECKS.md).

The lesson order matters: children write whole programs (lesson 1) before turns (lesson 2), test and fix (lesson 3) before routes with more than one answer (lesson 4), and use repeat cards (lesson 5) only once programs with plain cards are secure.

Lesson 1: Write it all first

Unit overview - Next: Lesson 2: Which way is the robot facing?

Goal: Children take the roles of programmer, tester and bot, and write a whole program with forward cards **before** the bot moves.

Length: about 30 minutes.

Materials

- The 4 by 4 floor grid with the marked front edge (see the unit overview).
- Start card and star card.
- One arrow card set per group of three (only the forward cards are used today) and one program strip per group.
- Job badges: programmer, tester, bot (one set per group).
- Table grids with a toy robot, for groups not on the floor grid and for any child who prefers it.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile arrow cards and a raised-edge table grid.

Steps

✎ Opening (5 min)

Children sit along the front edge. Remind them of the kindergarten robot game: "Last year the robot moved one card at a time while you watched. Today we are real programmers: we write **all** the cards first, and only then does the robot move."

Show the three jobs with the badges:

- **Programmer:** lays out the arrow cards on the program strip.
- **Tester:** points to one card at a time and shows it to the bot, and watches for anything that goes wrong.
- **Bot:** does exactly what each card says, one square at a time, and nothing else.

✎ Main activity (17 min)

1. **Teacher models (5 min).** Put the start card on (column 1, row 1) and the star on (column 1, row 4). A volunteer bot stands on the start, facing the back of the grid (away from the front edge). Ask: "How many forward cards?" Children count the squares with their fingers in the air. The teacher lays out the cards on the strip, then the tester points to each card and the bot steps. (Answer: three forward cards; the bot ends on the star.)
2. **Rule check:** "Can the programmer add a card once the bot has started?" (No. If it goes wrong, we stop, go back to the start and change the program. That is lesson 3.)

3. **Groups of three (12 min).** Each group takes a turn on the floor grid or works at a table grid. Try:
    - start (column 2, row 1), star (column 2, row 3), bot facing the back: two forward cards;
    - start (column 4, row 1), star (column 4, row 4), bot facing the back: three forward cards. Then the programmer puts the star on any square straight ahead of the bot in the same column and writes the program. Swap badges after each route so everyone tries each job they want.

✓ Discussion questions (with answers) (4 min)

- "Why do we write all the cards before the bot moves?" (So the program is finished and can be tested; the bot follows the program, not someone's shouts.)
- "What does the tester do?" (Shows one card at a time and watches for anything going wrong.)
- "The bot stepped two squares for one card. Is that the bot's mistake or the program's?" (The bot's: one forward card is one square. The program was right.)

✓ Closing check (with answers) (4 min)

Put the start card on (column 3, row 1) with a toy robot facing the back. Lay out two forward cards. Children point to where it will stop, then a tester runs it.

Answer: (column 3, row 3), the square two ahead of the start.

Vocabulary

program, programmer, tester, bot, forward, start, star (goal).

Differentiation

- **Support:** the child counts the squares by touching them on a table grid, then lays down one forward card per square touched.
- **Stretch:** the programmer writes a program for a star the tester chooses, without counting aloud first.

⚠ Safety

- The bot walks, never runs, and only inside the grid.
- Keep the grid clear of bags and chairs; tape down any curling edges.

Teacher notes

- Kidbots (CS Unplugged) separates the jobs on purpose so the programmer cannot fix the program "on the fly". Keep to this today, even when it is tempting to call out.

- Turns come in lesson 2. If a child wants a turn today, say "Great idea: that's next lesson."

Lesson 2: Which way is the robot facing?

Unit overview - Previous: Lesson 1: Write it all first - Next: Lesson 3: Find the first wrong card

Goal: Children use the turn left and turn right cards from the robot's point of view, and write programs with one turn.

Length: about 30 minutes.

Materials

- The 4 by 4 floor grid with the marked front edge.
- Start card and star card.
- One arrow card set per group of three (forward, turn left, turn right) and one program strip per group.
- Job badges: programmer, tester, bot.
- Table grids with a toy robot (with a clear front).
- Optional (support): a sticker for a child's right hand, only if the school already uses this.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile arrow cards and a raised-edge table grid.

Steps

✎ Opening (5 min)

A volunteer bot stands in the middle of the grid facing the back. Show a turn card: "A turn card means turn on the spot, a quarter turn, no step." The bot turns; children copy, standing in their places.

Now the bot turns round to face the class. Hold up the turn right card and ask: "Which way will the bot turn?" Let children guess, then show the trick.

Stand behind the robot: the tester stands behind the bot, facing the same way, and holds the turn card up in front of their own chest. The curved arrow now points the way the bot turns. With a toy robot, children walk round the table (or turn the table grid) until they are behind the toy.

✎ Main activity (17 min)

Groups of three with badges, on the floor grid or a table grid. The programmer writes the whole program first, as in lesson 1. Use these routes (bot starts on the start card):

1. Start (column 1, row 1), facing the back; star (column 3, row 3). Answer: forward, forward, turn right, forward, forward.
2. Start (column 1, row 1), facing the back; star (column 4, row 2). Answer: forward, turn right, forward, forward, forward.
3. **The tricky one.** Start (column 4, row 4) in the back-right corner, facing the **front edge** (towards the class); star (column 2, row 4). Answer: turn right, forward, forward. From the bot's view, the star is on its right even though it is on the class's left. Ask:

"What happens with turn left?" (The bot would face the side edge and walk off the grid on the first forward card: stop it there.)

Swap badges after each route. Early finishers place their own star one turn away and write the program.

✓ Discussion questions (with answers) (4 min)

- "Why did route 3 feel back to front?" (The bot was facing us, so its right is on our left.)
- "How can you always pick the right turn card?" (Stand behind the robot, or turn yourself or the grid so you face the same way.)
- "Does a turn card move the bot to a new square?" (No, it only turns on the spot.)

✓ Closing check (with answers) (4 min)

Toy robot on (column 2, row 1), facing the back. Program: forward, turn right, forward. Children point to where it ends and which way it faces.

Answer: (column 3, row 2), facing the right-hand side edge (as seen from the front).

Vocabulary

turn left, turn right, quarter turn, facing, point of view.

Differentiation

- **Support:** the child holds the turn card against the toy's back so the arrow shows the way; or uses a sticker on the bot's right hand if the school does this (never tested).
- **Stretch:** a route with two turns, for example start (column 1, row 1) facing the back, star (column 2, row 4). (One answer: forward, turn right, forward, turn left, forward, forward.)

⚠ Safety

- Turns are slow and on the spot; no spinning.
- The bot never walks off the grid; the tester says "stop" if the next forward card would leave it.

Teacher notes

- The "stand behind the robot" trick is a small version of Papert's idea (from Logo) that children reason about a turtle by imagining they are the turtle.
- Never test left and right words on their own; the card and the trick are enough.

Lesson 3: Find the first wrong card

Unit overview - Previous: Lesson 2: Which way is the robot facing? - Next: Lesson 4: Round the rocks

Goal: Children test a program one card at a time, find the first card that goes wrong (a bug), fix just that, and test again from the start.

Length: about 30 minutes.

Materials

- The 4 by 4 floor grid with the marked front edge.
- Start card and star card.
- One arrow card set per group of three and one program strip per group.
- Job badges: programmer, tester, bot.
- Table grids with a toy robot.
- **Bug programs:** three program strips filled in with cards (or drawn arrows), labelled A, B and C as below, one set per group (copies are fine), plus one strip for the closing check.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile arrow cards and a raised-edge table grid.

Steps

✎ Opening (5 min)

"A **bug** is a mistake in a program. Every programmer gets bugs. The tester's job is to find the **first** card where things go wrong."

Show the tester's way to test:

1. Bot on the start. Tester puts a finger on the first card.
2. Bot does that card. Is it still OK? Move the finger to the next card.
3. As soon as something goes wrong, say "Bug!" and keep the finger on that card.
4. Programmer fixes **one** card. Bot goes back to the start. Test the whole program again.

✎ Main activity (17 min)

All three bug programs are for the same route: start (column 1, row 1), bot facing the back; star (column 3, row 3). The right program is forward, forward, turn right, forward, forward. Do not show the right program; groups find it by fixing.

- **Bug A (a step is missing):** forward, turn right, forward, forward. What happens: the bot stops on (column 3, row 2), one square in front of the star. The first wrong card is the turn right: it comes one forward too early. Fix: put one more forward card before the turn.
- **Bug B (an extra step):** forward, forward, forward, turn right, forward, forward. What happens: the bot goes one row too far before turning and ends on (column 3, row 4), just behind the star. The first wrong card is the third forward card. Fix: take it out.

- **Bug C (a wrong turn):** forward, forward, turn left, forward, forward. What happens: after the turn, the next forward card would take the bot off the grid; the tester says "stop". The first wrong card is the turn left. Fix: swap it for turn right.

Groups test A, B and C in any order, fix, and retest from the start each time. Swap badges between bugs. Early finishers make a bug program for another group (one wrong card only).

✓ Discussion questions (with answers) (4 min)

- "Why do we go back to the start after a fix?" (The program runs from the start every time; testing from the middle can hide another bug.)
- "In bug A, no card was wrong on its own. What was wrong?" (A card was missing: the program needed one more forward before the turn.)
- "Is finding a bug a bad thing?" (No. Finding bugs is part of programming; that is what testers are for.)

✓ Closing check (with answers) (4 min)

Toy robot on (column 1, row 1) facing the back; star on (column 3, row 3). Show the program: forward, turn right, forward, forward. Ask: "Where will it stop?" Children point. Then: "What card is missing, and where does it go?"

Answer: it stops on (column 3, row 2). One more forward card is needed before the turn right.

Vocabulary

bug, test, debug (find and fix a bug), first, missing, extra.

Differentiation

- **Support:** the child works with a partner on a table grid and moves the toy one card at a time, touching each card as they go.
- **Stretch:** the child says what kind of bug it is: missing, extra or wrong turn.

⚠ Safety

- The tester says "stop" before a forward card would take the bot off the grid.

Teacher notes

- Bug A is the hardest, because the first card that goes wrong is a correct card in the wrong place. Accept "the turn is too early" or "we need another forward" as right.
- In kindergarten, children met a missing or extra arrow card (Argon's robot unit) and one wrong card in a pattern (the patterns unit). This lesson puts all three kinds together on one route.

Lesson 4: Round the rocks

Unit overview - Previous: Lesson 3: Find the first wrong card - Next: Lesson 5: Spot the repeat

Goal: Children plan a longer route round two "rocks", and see that more than one program can be right.

Length: about 30 minutes.

Materials

- The 4 by 4 floor grid with the marked front edge.
- Start card and star card.
- **Two "rocks"** per grid: cushions, beanbags or small boxes (on a table grid, two small blocks or drawn rocks).
- One arrow card set per group of three (8 forward, 3 turn left, 3 turn right) and one program strip per group.
- Job badges: programmer, tester, bot.
- Table grids with a toy robot.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile arrow cards and a raised-edge table grid (rocks as raised blocks).

Steps

✎ Opening (5 min)

Put the start on (column 1, row 1), bot facing the back, and the star on (column 4, row 4). Put rocks on (column 1, row 3) and (column 3, row 1). "The bot can't go through a rock. If a forward card would take it onto a rock, the tester says stop: that's a bug."

Ask a child to trace one way with a finger in the air. Ask another child for a different way.

✎ Main activity (17 min)

Groups of three with badges. Same start, star and rocks for every group.

1. **Plan and write (6 min).** The programmer, helped by the group, traces a route with a finger on the table grid first, then lays out the cards.
2. **Test and fix (6 min).** Tester runs it one card at a time, as in lesson 3. Fix and retest from the start.
3. **Compare (5 min).** Two groups show each other their programs. Are they the same? Do both reach the star?

Two right programs (there are others):

- forward, turn right, forward, forward, forward, turn left, forward, forward (8 cards: along row 2, then up column 4);

- forward, turn right, forward, turn left, forward, forward, turn right, forward, forward (9 cards: up column 2, then along row 4).

Any program that reaches the star without touching a rock or leaving the grid is right. Early finishers move one rock and write a new program.

✓ Discussion questions (with answers) (4 min)

- "Our programs were different. Can both be right?" (Yes. Both reach the star without hitting a rock.)
- "Is the shortest program the only right one?" (No. Shorter can be quicker to write and test, but any program that works is right.)
- "How did tracing with a finger help?" (We planned the route before choosing the cards, so fewer bugs.)

✓ Closing check (with answers) (4 min)

Same grid, rocks and start. Show two programs:

- Program 1: forward, forward, forward.
- Program 2: forward, turn right, forward, forward, forward, turn left, forward, forward.

Ask: "Which one reaches the star? What happens to the other?" Children point or hold up one or two fingers.

Answer: program 2 reaches the star. Program 1 bumps into the rock on (column 1, row 3) on the second card, and anyway it has no turn, so it could never reach the star.

Vocabulary

route, obstacle (rock), plan, more than one way.

Differentiation

- **Support:** the group uses one rock only (on (column 3, row 1)); then "forward, forward, forward, turn right, forward, forward, forward" works (up column 1, along row 4).
- **Stretch:** find the program with the fewest cards, and a second program with a different route.

⚠ Safety

- Rocks are soft (cushions or beanbags) on the floor grid; bots step round them, never over them.

Teacher notes

- Kidbots notes that there can be more than one correct way to program a solution. Make a point of praising two different right programs side by side.
- Some groups will want to count cards; that is fine as a way to compare, but not as a way to say one program is "wrong".

Lesson 5: Spot the repeat

Unit overview - Previous: Lesson 4: Round the rocks

Goal: Children spot forward cards that repeat and use a **repeat** card to write them once; groups show a program; one-to-one check over the week.

Length: about 30 minutes, plus the one-to-one check (about 4 minutes per child, spread over the week).

Materials

- The 4 by 4 floor grid with the marked front edge.
- Start card and star card; two rocks.
- One arrow card set per group of three and one program strip per group.
- **Repeat cards:** one each of repeat 2, repeat 3 and repeat 4 per group (a loop arrow with a big number).
- Job badges: programmer, tester, bot.
- Table grids with a toy robot.
- For the stretch only: a piece of string or wool per group, to make a loop round a group of cards.
- **Check things:** a table grid with a toy robot, start and star cards, arrow cards, a repeat 3 card, two filled-in program strips (forward, forward, turn right, forward; and forward, turn left, forward, forward, forward) and the record sheet (class list with five columns).
- Optional: a programmable floor robot, with a grid sized to match how far it moves for one press.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile arrow cards, tactile repeat cards for 2, 3 and 4 (a raised loop and 2, 3 or 4 raised dots), raised blocks for the rocks and a raised-edge table grid.

Steps

✎ Opening (3 min)

Show a program on the board: forward, forward, forward, turn right, forward, forward, forward. "That's a lot of cards. Can you see something that happens again and again?" (Three forwards, twice.)

Show the repeat 3 card: "This card means: do the **next** card three times." So repeat 3, forward is the same as forward, forward, forward.

✎ Main activity (15 min)

1. **Same route, fewer cards (5 min).** Start (column 1, row 1), bot facing the back; star (column 4, row 4); no rocks. Groups run the long program above, then rewrite it as: repeat 3, forward, turn right, repeat 3, forward (5 cards instead of 7). Run it again. (Both end on the star.)

2. **Rewrite a rock route (6 min).** Rocks back on (column 1, row 3) and (column 3, row 1). Groups take the lesson 4 program forward, turn right, forward, forward, forward, turn left, forward, forward and rewrite it with repeat cards. (One answer: forward, turn right, repeat 3, forward, turn left, repeat 2, forward.) Test it from the start.
3. **Own route (4 min).** Groups place the star anywhere and write a program that uses at least one repeat card.

Robot show (7 min)

Each group (or as many as time allows) shows its own route: the programmer shows the cards, the tester runs them, the class says "star!" if the bot arrives. Groups who prefer can show on a table grid. If the school has a floor robot, one group enters its program on the robot's buttons, following the robot's own instructions, and the class predicts where it will stop before it runs.

✓ Closing check (with answers) (5 min)

Show: forward, forward, turn left, forward, forward, forward, forward. Ask: "Which cards can a repeat card replace, and which repeat card?" Children point or hold up the number with fingers.

Answer: the four forwards at the end become repeat 4, forward. The first two forwards could also become repeat 2, forward.

Then the one-to-one check, over the week (see the unit overview, Assessment).

Vocabulary

repeat, loop, the same again.

Differentiation

- **Support:** use only repeat 2 and repeat 3, and only with forward cards.
- **Stretch:** repeat a **group** of cards. Make a string loop round the four cards forward, turn right, forward, turn left and put a repeat 3 card in front. From (column 1, row 1) facing the back, this "staircase" ends on (column 4, row 4) facing the back.

⚠ Safety

- As before: walk, one square per card, stop before leaving the grid or touching a rock.
- A floor robot is used on the floor grid only, away from table edges.

Teacher notes

- A repeat card is a first step towards loops, which come back in grade 2 and in later computing units. Keep it to one repeated card for most children.
- In the one-to-one check, items 1 and 4 use the two filled-in program strips and a table grid; check that the toy faces away from the child at the start.

Grade 1 Computing: Picture Charts and Keeping Information Private (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard, though it was written after reading four grade K-2 computing standards and one grade 1 maths standard (see Sources). Check the privacy and device notes against your school's rules.
>
> Text-checked by two other agents (Gemini 4 Argon, GLM-5.3 Flash); see Known gaps.

Back to the grade 1 year plan - Term 3

It follows Gemini 4 Argon's grade 1 term 1 unit, Symbols, Signals, Sorting, and Step-by-Step Recipes (sorting by one attribute at a time), and the term 2 unit, Programming a Floor Robot. Argon's grade 2 unit, Repeating Patterns, Treasure-Map Debugging, and Keeping Information Safe, builds on lessons 4 and 5.

This unit is "unplugged": it needs no device. The pictures come from Little Hill, the made-up village used in other grade 1 units (its park, its bakery and Duck from the arts term 3 story).

Big idea

Computers store and show information. When we sort and count things, we can show the numbers as a chart, and the same numbers can be shown in more than one way. Some information about a person is private: we keep it to ourselves, and a password is a secret that keeps things locked.

Outcomes

By the end of the unit, most children can:

1. Sort a set of picture cards into up to three groups and count each group.
2. Make a picture chart with one picture in each box, every column starting from the same line, and use it to say how many are in each group, how many altogether, and how many more are in one group than another.
3. Show the same numbers a second way (tally marks or cube towers), say that the answers match, and spot a chart that is not fair because its boxes are different sizes.
4. Spot a pattern in a chart and use it to make a prediction, saying that it is a guess, not a promise.
5. Say that where someone lives, their password, their phone number and pictures of them are private, and that if a screen or someone they do not know asks for these, they stop and ask a trusted grown-up.
6. Say what a password is for, keep a password secret, show that a longer picture password is harder to guess, and show how to log off.

Prior knowledge

- Grade 1 term 1 computing: sorting objects by one attribute at a time.
- Counting to 20 and writing numbers to 10 (grade 1 maths term 1). Comparing two numbers ("more", "fewer") from kindergarten.
- Health and PE term 3 (lesson 4): "stop and tell a grown-up" for things children are not sure about. Lesson 4 here uses the same idea.
- Children do not need to read: every card is a picture.

Lessons

Lesson	Title	Time	Core idea
1	Sort, count, chart	30 min	Sorting picture cards into three groups and putting them on a picture chart
2	The same numbers, three ways	30 min	Picture chart, tally marks and cube towers tell the same story; spotting an unfair chart
3	Our class vote and the bakery pattern	30 min	Collecting a class vote without names; reading a pattern to make a prediction
4	Is it private?	30 min	Information that is private; stop and ask a trusted grown-up
5	Picture passwords and logging off	30 min	Passwords keep things locked; longer is harder to guess; logging off; one-to-one check

Timings: lessons 1-4 are 30 minutes (5 + 17 + 4 + 4); lesson 5 is 30 minutes (3 + 15 + 7 + 5, with the check spread over the week).

The picture chart

- **Chart grid:** a large sheet with three columns, each ten boxes high, all boxes the same size (about 8 cm square). A thick **start line** runs along the bottom. Under each column is a label space for a picture card (not only a word).
- **Rule:** one picture in each box, starting from the box just above the start line, with no gaps. This makes columns that can be compared by looking.
- **Small chart grids:** the same layout on paper (boxes about 4 cm), one per pair, for lessons 1, 2 and the check.

Materials

Whole class unless noted.

- The large chart grid (above) and one small chart grid per pair.
- **Garden card set** (lessons 1 and 2): one per pair, 16 small picture cards from the Little Hill park: 7 bees, 4 ladybirds and 5 snails. Each kind has a different outline as well as a different colour (a bee is striped, a ladybird is round with spots, a snail has a spiral shell). One large set for the teacher.
- **Three label cards** (bee, ladybird, snail), large and small sets.
- **Interlocking cubes:** 16 per pair (any colours; lesson 2).
- Whiteboard and pens for tally marks.
- **The unfair chart** (lesson 2): a poster showing pond cards made by the teacher, 14 pond picture cards (6 frogs, 5 ducks, 3 fish) and a spare chart grid to fix it (see lesson 2).

- **Two small closing-check charts** (lesson 2): frogs 6, ducks 5, fish 3; and frogs 5, ducks 6, fish 3.
- **Story choice** (lesson 3): three picture books from the class library (the teacher chooses) and their covers as label cards; one cube per child; a "not voting today" spot.
- **Little Hill bakery chart** (lesson 3): a poster (see lesson 3).
- **Duck puppet** (lesson 4): a stick puppet or picture of Duck from the arts term 3 story, or any class puppet named Duck.
- **Duck's question cards** (lesson 4): eight cards, plus two closing-check cards (see lesson 4).
- **"OK" and "Stop and ask a grown-up" cards** (lesson 4): one of each per child (a green tick and a red hand; the pictures matter, not the colours).
- **Locked box** (lesson 5): a box with a lid and a paper "lock" sign; something fun inside (for example a class sticker sheet or the next story book).
- **Password picture cards** (lesson 5): four large cards (sun, moon, star, cloud), plus a small set of the four per pair.
- **Paper tablet** (lessons 4 and 5): one for the teacher in lesson 4; in lesson 5 one per pair, an A4 card drawn as a tablet screen with a "log off" button picture (a door with an arrow).
- **Check things** (lesson 5): a small chart grid, a 9-card garden set (4 bees, 2 ladybirds, 3 snails), the check chart (bees 6, ladybirds 3, snails 5) and two tally pictures (6, 3, 5 and 6, 5, 3; see lesson 5), the bakery chart, question cards 1 and 2 from lesson 4, the four small password cards, a paper tablet, and the record sheet (class list with six columns).
- Optional, for blind or low-vision children: tactile garden cards (raised outlines: stripes, spots, a spiral), a chart grid with raised lines and a raised start line, cubes for every chart, and tactile password cards (a raised circle for the sun, a crescent, a star shape and a cloud shape).
- Ear defenders and a quiet spot, as in every unit.

⚠ Safety and access

- **Privacy first.** Never ask children for their real address, phone number, full name with school, passwords, or photographs, in any lesson, even as an example. All examples are Duck's. The class vote uses cubes, not names.
- **Passwords are practice only.** The picture passwords in lesson 5 are for the locked box game. Never ask children to tell or write a real password. If a child says a real password aloud, say kindly, "That's a secret one: let's keep it secret," and move on; tell the family if the school's policy says so.
- **Disclosure.** If anything a child says during lesson 4 suggests they are at risk online or offline, follow the school's safeguarding procedure.
- **Voting is opt-in.** "Not voting today" is always fine and is never commented on.
- **Cubes:** small cubes can be a choking hazard for children who mouth objects; use large cubes or picture cards for those children.
- **Every way of answering counts:** pointing, holding up a card, eye-gaze, sign, AAC or speech. Children never need to read or write words.
- **Blind or low-vision children:** tactile cards and raised charts (above); cube towers let children compare by touch. A partner can describe a chart column by column.
- **Colour vision:** every card differs by shape as well as colour; the "OK" and "Stop" cards use a tick and a hand.
- **Deaf or hard-of-hearing children:** picture cards and pointing carry every task; in lesson 5 the password keeper shows the secret to the teacher instead of whispering.

Assessment

Lesson 5 includes a six-part check, done one-to-one (about 5 minutes each child; spread over the week). Record each part as **yes**, **with help** or **not yet**:

1. **Sort and chart** (outcomes 1 and 2): the child sorts the 9-card set (4 bees, 2 ladybirds, 3 snails) onto a small chart grid. (Yes if each kind is in its own column, one card per box, from the start line.)
2. **Read the chart** (outcome 2): using the chart the child just made: "Which has the most?" (bees) "How many altogether?" (9) "How many more bees than ladybirds?" (2)
3. **Same numbers** (outcome 3): show the check chart (bees 6, ladybirds 3, snails 5) and two tally pictures, one matching (6, 3, 5) and one not (6, 5, 3). The child points to the matching tally.
4. **Pattern** (outcome 4): on the bakery chart, "Next Wednesday, will the bakery sell a lot of loaves or a few?" (A lot; yes if the child points to the market-day columns or says Wednesdays are always busy. A child who adds "but it's a guess" shows the whole idea.)
5. **Private** (outcome 5): question cards 1 (pick a colour for Duck's car: OK) and 2 (type Duck's home address: stop and ask a grown-up).
6. **Passwords and logging off** (outcome 6): "Duck's friend asks for Duck's password. What should Duck do?" (Keep it secret; tell only a trusted grown-up.) "Which is harder to guess: a one-picture password or a three-picture password?" (three). Then the child points to the log off button on the paper tablet.

Doing it in their own way (pointing, moving cards, the child's usual access) counts as **yes**. "Not yet" is normal for some children; data and privacy return in grade 2.

Sources

- Computer Science Teachers Association, CSTA K-12 Computer Science Standards (2017), progression chart: https://csteachers.org/wp-content/uploads/2025/06/2017-csta-k-12-standards-progression-chart.pdf (read 10 November 2026). Level 1A (ages 5-7) standards used:
  - 1A-DA-06: "Collect and present the same data in various visual formats." (Lessons 1-3.)
  - 1A-DA-07: "Identify and describe patterns in data visualizations, such as charts or graphs, to make predictions." (Lesson 3.)
  - 1A-NI-04: "Explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access." (Lesson 5.)
  - 1A-IC-18: "Keep login information private, and log off of devices appropriately." (Lessons 4 and 5.)
- Common Core State Standards for Mathematics, grade 1, Measurement and Data, 1.MD.C.4: "Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another." https://web.archive.org/web/2025/https://www.thecorestandards.org/Math/Content/1/MD/ (read 10 November 2026). This is why every chart in lessons 1, 2 and the check has three groups.
- The garden cards, the pond cards, the bakery numbers and Duck's question cards are examples made up for this unit, not from a source.

Known gaps

- Written 10 November 2026. Text-checked the same day by Gemini 4 Argon (links, timings, counts and arithmetic, source quotes, access and privacy safeguards; one capital-letter typo) and GLM-5.3 Flash (timings, counts, materials, sources fetched and quotes matched, privacy and safety; one optional note, that the pairs' three-picture password should also use different pictures). Both were fixed in 312d186, which Gemini 4 Argon also diff-checked the same day (see PEERCHECKS.md). Not yet checked by a teacher.
- **Standards read, not aligned.** Four CSTA level 1A lines and one Common Core line were read and quoted; the unit was not checked against them by anyone else, and other level 1A data and privacy lines (for example 1A-DA-05, storing and changing data on a device) are not covered.
- **No device.** Logging off is practised on a paper tablet. Schools with devices should practise their own real log-off steps.
- **The bakery chart has five days**, more than the three groups in 1.MD.C.4. It is used only for spotting a pattern, not for "how many more" questions.
- **"Private" is kept simple.** Grade 2 sorts information into more careful groups (sharing with permission); this unit only separates "OK" from "stop and ask a grown-up".
- **The password game is a model.** Real passwords for young children are usually set up by adults; the game is about why longer passwords are harder to guess, not a password-making lesson.

Lesson 1: Sort, count, chart

Unit overview - Next: Lesson 2: The same numbers, three ways

Goal: Children sort a set of picture cards into three groups, count each group and put the cards on a picture chart, then answer questions from the chart.

Length: about 30 minutes.

Materials

- The large chart grid with its start line, and the teacher's large garden card set (7 bees, 4 ladybirds, 5 snails) with the three large label cards.
- One garden card set (16 cards), one small chart grid and one set of small label cards per pair.
- Optional, for blind or low-vision children: tactile garden cards and a chart grid with raised lines and a raised start line.
- Ear defenders and a quiet spot.

Steps

✎ Opening (5 min)

Show the large garden cards all jumbled on the floor. "These are the little animals Hen saw in the Little Hill park today. Hen wants to know: which did she see the most of? It's hard to tell when they're all mixed up. How could we find out?" Take ideas (sort them, count them).

Remind children of term 1: "We sorted things by **one rule at a time**. Today our rule is: what kind of animal is it?"

✎ Main activity (17 min)

1. **Sort (3 min).** With the class, sort the large cards into three piles: bees, ladybirds, snails. Put a label card by each pile.
2. **Count (3 min).** Count each pile together, touching each card. (Bees 7, ladybirds 4, snails 5.)
3. **Chart (4 min).** Put the label cards under the three columns of the large chart grid. Show the rule: "One card in each box. Start just above the start line. No gaps." Volunteers place the cards. Ask: "Can you see which column is tallest without counting?" (Bees.)
4. **Pairs (7 min).** Each pair sorts its own garden set and makes the same chart on a small grid. Walk round and check the rule: one card per box, from the start line, no gaps. Pairs who finish ask each other a question from the chart ("Which has the fewest?").

✓ Discussion questions (with answers) (4 min)

- "How many bees? Ladybirds? Snails?" (7, 4, 5.)

- "How many animals did Hen see altogether?" (16. Count all the cards, or count on: 7, then 4 more is 11, then 5 more is 16.)
- "Which did she see the most of? The fewest?" (Bees; ladybirds.)
- "How many more bees than ladybirds?" (3. Look across: the bee column has 3 boxes above the top ladybird.)
- "Why do we start every column on the start line?" (So the tallest column really has the most; then we can compare by looking.)

✓ Closing check (with answers) (4 min)

Take two snails off the large chart. "Now which has the fewest?" Children point.

Answer: snails (3 snails; ladybirds still have 4). Put the snails back.

Vocabulary

sort, group, count, chart, column, most, fewest, altogether, how many more.

Differentiation

- **Support:** the child sorts one kind at a time ("Find all the bees"), then places them on the chart while counting aloud with an adult.
- **Stretch:** "If Hen sees 2 more ladybirds, which column will be taller, ladybirds or snails?" (Ladybirds: 6 is more than 5.)

⚠ Safety

- Keep cards flat on tables or the floor; no throwing.
- Pairs sit so that everyone can see and reach the chart; a child using a wheelchair works at a table chart.

Teacher notes

- These numbers are an example made up for this unit, not from a source. The same garden set is used again in lesson 2.
- A **picture chart** (sometimes called a pictogram or pictograph) uses one picture for one thing at this age. Do not use one picture for two things yet.

Lesson 2: The same numbers, three ways

Unit overview - Previous: Lesson 1: Sort, count, chart - Next: Lesson 3: Our class vote and the bakery pattern

Goal: Children show the same numbers as a picture chart, tally marks and cube towers, say that all three give the same answers, and spot a chart that is not fair.

Length: about 30 minutes.

Materials

- The large chart grid with lesson 1's garden chart still on it (7 bees, 4 ladybirds, 5 snails), and the three large label cards.
- Whiteboard and pens.
- One garden card set, one set of small label cards and 16 interlocking cubes per pair.
- **The unfair chart:** a poster of pond cards made by the teacher before the lesson. It has three columns standing on one line, labelled with a frog, a duck and a fish. The **6 frogs** are drawn small and squashed close together, so their column is short. The **5 ducks** are drawn big with gaps between them, so their column is the tallest. The **3 fish** are drawn medium-sized and close together. Make the frog column clearly shorter than the duck column.
- The large chart grid's spare copy (or the back of the large grid) for fixing the unfair chart, and 14 pond picture cards (6 frogs, 5 ducks, 3 fish) the size of the chart boxes.
- **Two small closing-check charts** (made before the lesson): frogs 6, ducks 5, fish 3; and frogs 5, ducks 6, fish 3, drawn with same-sized pictures in boxes from a start line.
- Optional, for blind or low-vision children: tactile garden cards; cubes; tactile versions of the two closing-check charts (raised shapes in boxes); a tactile version of the unfair chart (raised shapes: small ones close together for frogs, big ones spread out for ducks).
- Ear defenders and a quiet spot.

Steps

✎ Opening (5 min)

Point to yesterday's garden chart. "Our chart shows Hen's animals with pictures. Computers can show the same numbers in different ways, too. Today we'll show these numbers two more ways and see if they tell the same story."

✎ Main activity (17 min)

1. **Tally marks (5 min).** On the whiteboard, write the three animal pictures in a row. "A tally mark is one line for one thing. When we get to five, the fifth line goes across the other four, like a gate. Then it's quick to count in fives." Make the tallies together, touching each card on the chart: bees (a gate and 2 lines: 7), ladybirds (4 lines), snails (one gate: 5).
2. **Cube towers (6 min).** Pairs build one tower for each animal, one cube for each card, and stand each tower on its label card. Ask: "Which tower is tallest?" (Bees.) "Line the

towers up side by side. How many cubes taller is the bee tower than the ladybird tower?" (3.)

3. **The unfair chart (6 min).** Show the pond poster. "The Little Hill pond had frogs, ducks and fish. Which column is tallest? So are there the most ducks?" Let children say yes. Then count each column together: frogs 6, ducks 5, fish 3. "There are more frogs than ducks! Why did the duck column look tallest?" (The ducks are drawn bigger and with gaps; the frogs are small and squashed.) Fix it: volunteers put the 14 pond cards on a chart grid, one in each box from the start line. Now the frog column is tallest.

✓ Discussion questions (with answers) (4 min)

- "Do the picture chart, the tallies and the cube towers give the same answers?" (Yes: 7 bees, 4 ladybirds, 5 snails in all three. They are the same numbers shown three ways.)
- "Which way is quickest for counting? For seeing which is biggest?" (Any reason counts. Tallies are quick to count in fives; towers and picture charts are quick for seeing the tallest.)
- "What made the pond chart unfair?" (Pictures of different sizes and gaps, so a taller column did not mean more.)
- "What makes a chart fair?" (Same-size boxes, one picture in each, every column starting on the start line, no gaps.)

✓ Closing check (with answers) (4 min)

Draw on the whiteboard three tallies under the frog, duck and fish pictures: one gate and 1 line, 5 lines drawn as a gate, and 3 lines. "Which picture chart matches?" Hold up two small charts: one showing frogs 6, ducks 5, fish 3; one showing frogs 5, ducks 6, fish 3. Children point.

Answer: the first chart (frogs 6, ducks 5, fish 3).

Vocabulary

tally, tally mark, gate (a group of five), tower, the same numbers, fair, unfair.

Differentiation

- **Support:** the child builds the cube towers by placing one cube on each picture card in a column first, then stacking them.
- **Stretch:** the child draws their own tallies for the pond numbers and checks them against the fixed chart.

⚠ Safety

- Cubes stay on the tables. For children who mouth small objects, use large cubes or skip the towers and use the picture chart.

Teacher notes

- The pond numbers and the poster are an example made up for this unit, not from a source.
- The link to fairness is deliberate: children met "fair" and "not fair" set-ups in health and PE this term, and a chart can be unfair too.
- Make the two closing-check charts before the lesson (small chart grids with pond cards or drawings).

Lesson 3: Our class vote and the bakery pattern

Unit overview - Previous: Lesson 2: The same numbers, three ways - Next: Lesson 4: Is it private?

Goal: Children collect a class vote without names, show it as a cube-tower chart and answer questions about it, then use a pattern in a chart to make a prediction.

Length: about 30 minutes.

Materials

- Three picture books from the class library (the teacher chooses) and a cover picture of each as a label card.
- The large chart grid (cleared), with the three cover cards as labels.
- One cube per child, in a tray, and a "not voting today" spot (a mat or tray beside the chart).
- **The Little Hill bakery chart:** a poster made before the lesson (see below).
- Whiteboard and pens.
- Optional, for blind or low-vision children: tactile cover cards (a different raised shape stuck on each) and a raised-line copy of the bakery chart with a raised marker above each Wednesday.
- Ear defenders and a quiet spot.

The bakery chart. Ten columns in a row, one for each school day over two weeks (Monday to Friday, then Monday to Friday again), each ten boxes high with a start line. Under each column is the day's picture. Each loaf picture is one loaf sold. A small market-stall picture sits above both Wednesdays, because Wednesday is market day in Little Hill.

	Mon	Tue	Wed	Thu	Fri
Week 1	3	4	9	4	5
Week 2	4	3	8	5	4

Steps

✎ Opening (5 min)

Hold up the three books. "Tomorrow I'll read one of these. Let's collect information to choose: a vote. Each person who wants to vote puts one cube on the book they'd like. We don't write names: a vote is just a cube. If you'd rather not vote today, put your cube on the 'not voting' spot. That's fine."

✎ Main activity (17 min)

1. **Collect (5 min).** Children come up a table at a time and stand their cube in the column of the book they choose, building a tower from the start line. (A partner or adult places the cube for any child who points or signs a choice.)

2. **Read the chart (5 min).** Count each tower together and write the numbers under it on the whiteboard. Ask: "Which book got the most votes? How many people voted altogether? How many more votes did the top book get than the next one?" Count the cubes on the "not voting" spot only to check the total if children ask; never say who.
3. **If two books tie:** "We'll read one tomorrow and one the day after."
4. **The bakery pattern (7 min).** Show the bakery chart. "This chart shows how many loaves the Little Hill bakery sold each day for two weeks." Let children look. "What do you notice?" Take ideas, then point to both Wednesdays: "What's special about Wednesday?" (Lots of loaves; the most each week. It is market day.) "Next week, on Wednesday, will the bakery sell lots of loaves or only a few?" (Lots.) "Do we know for sure?" (No. It's a guess from the pattern; for example, rain might keep people at home.)

✓ Discussion questions (with answers) (4 min)

- "Why didn't we write names on the vote?" (We only need to know how many chose each book, not who. Who voted for what can stay private.)
- "How did the chart help us choose?" (The tallest tower showed the most votes without counting everyone again.)
- "What pattern did the bakery chart show?" (Every Wednesday has the tallest column; other days are about the same.)
- "Is a prediction a promise?" (No. It's our best guess from the pattern.)

✓ Closing check (with answers) (4 min)

"The bakery is going to bake extra loaves on one day next week. Point to the day it should choose." Children point to a Wednesday column, and say or sign why.

Answer: Wednesday (market day; the most loaves both weeks). Any child who adds "but it might be different" gets a big thumbs-up.

Vocabulary

vote, collect, information, data, pattern, predict, prediction, guess.

Differentiation

- **Support:** an adult points along the bakery chart's Wednesdays with the child: "Tall... tall."
- **Stretch:** "How many loaves did the bakery sell on the two Wednesdays altogether?" (17.)

⚠ Safety

- Children come to the chart a table at a time to avoid crowding.
- The vote is about books, never about people. Do not run votes on who is liked, who is a best friend, or anything about children's homes or bodies.

Teacher notes

- The bakery numbers are an example made up for this unit, not from a source. Little Hill's bakery is on the map in the society term 3 unit.
- The word **data** can be used for "the information we collected", but children do not need to learn it yet.
- Read the winning book the next day; the vote should count.

Lesson 4: Is it private?

Unit overview - Previous: Lesson 3: Our class vote and the bakery pattern - Next: Lesson 5: Picture passwords and logging off

Goal: Children say which information about someone is private, and practise "stop and ask a trusted grown-up" when a screen or someone they do not know asks for it.

Length: about 30 minutes.

Materials

- The Duck puppet (or a picture of Duck).
- Duck's eight question cards (below), large, each with a simple picture.
- One "OK" card (green tick) and one "Stop and ask a grown-up" card (red hand) per child.
- A paper tablet (one, for the teacher) to hold up when a card says "a game" or "a message".
- **Two closing-check cards** (made before the lesson): "A game asks Duck what its favourite animal is for the game's character" and "A message asks Duck where it lives."
- Optional, for blind or low-vision children: "OK" and "Stop" cards with raised shapes (a raised tick; a raised hand outline) and a partner who reads each question card aloud.
- Ear defenders and a quiet spot.

Duck's question cards (an example, not from a source):

1. A game on the library tablet asks Duck to pick a colour for its race car.
2. A game asks Duck to type its home address.
3. A message from someone Duck doesn't know says, "What's your password?"
4. Duck's teacher asks the class to vote for a story with cubes.
5. A game asks Duck to type its whole name and the name of its school.
6. A website asks Duck to take a photo of itself.
7. Hen asks Duck which picture in a book it likes best.
8. A box pops up: "You won a prize! Type your phone number."

Answer guide: **OK** for 1, 4 and 7; **Stop and ask a grown-up** for 2, 3, 5, 6 and 8.

Steps

✎ Opening (5 min)

Bring out Duck. "Duck has been playing games on the Little Hill library tablet. Some games ask questions. Some questions are fine to answer. Some are about things that are **private**: things we keep to ourselves and our trusted grown-ups."

Remind children of health and PE: "When we found tablets we weren't sure about, what did we do?" (Don't touch, tell a grown-up.) "With private information, it's the same idea: **stop and ask a grown-up**."

✎ Main activity (17 min)

1. **What is private? (5 min).** Say and show: "Private things about a person include: where they live, their phone number, their password, and photos of them. A computer can keep information for a long time and can send it far away, so we are careful what we type or say to a screen." Ask: "Who are trusted grown-ups you could ask at school?" (Children point to staff pictures or name staff; never ask about home.)
2. **Duck's cards (8 min).** Read each card while holding up the paper tablet for the screen ones. Every child holds up "OK" or "Stop". Talk briefly after each: "Why?" (Use the answer guide. For 3: "A password is a secret. Duck never tells it to someone it doesn't know." For 8: "Prizes that ask for private information are tricks.")
3. **Pairs: what should Duck say? (4 min).** Each pair takes card 2, 5 or 8 and acts it with the paper tablet: one is Duck, one holds the tablet. Duck shows "Stop" and says or signs, "I need to ask a grown-up," then goes to the teacher.

✓ Discussion questions (with answers) (4 min)

- "What does private mean?" (Something we keep to ourselves and our trusted grown-ups.)
- "Name one thing that's private." (Where someone lives, their phone number, their password, photos of them. Any one counts.)
- "Why was card 1 OK?" (Choosing a car colour doesn't tell anyone about Duck.)
- "What if Duck isn't sure?" (Stop and ask a grown-up. Asking is never wrong.)

✓ Closing check (with answers) (4 min)

Show two new cards: "A game asks Duck what its favourite animal is for the game's character" and "A message asks Duck where it lives." Children hold up "OK" or "Stop" for each.

Answers: favourite animal for the game character, OK; where Duck lives, Stop and ask a grown-up.

Vocabulary

private, information, password, trusted grown-up, stop and ask.

Differentiation

- **Support:** use only four cards (1, 2, 3, 7) and do them with an adult.
- **Stretch:** "Card 6 asked for a photo. What if Duck's grown-up says it's fine?" (Then it's OK, because a trusted grown-up decided.)

⚠ Safety

- **Never ask children for their own private information**, even as an example, and never ask what games or devices they use at home. All examples are Duck's.

- Keep the tone calm: the aim is "stop and ask", not fear. Do not tell frightening stories about strangers.
- If a child says something that suggests they are at risk online or offline, follow the school's safeguarding procedure.

Teacher notes

- Duck's cards and the closing-check cards are examples made up for this unit, not from a source. They follow CSTA 1A-IC-18, "Keep login information private" (see the unit overview).
- Make the two closing-check cards before the lesson.
- Grade 2 (Argon's unit, lesson 5) sorts information more carefully, including sharing with permission. This lesson keeps to two answers.

Lesson 5: Picture passwords and logging off

Unit overview - Previous: Lesson 4: Is it private?

Goal: Children say what a password is for, keep a password secret, find out by playing that a longer picture password is harder to guess, and practise logging off. The one-to-one check for the whole unit starts this week.

Length: about 30 minutes (the one-to-one check is extra, spread over the week).

Materials

- **The locked box:** a box with a lid and a paper "lock" sign on the front. Put something fun inside before the lesson (for example a class sticker sheet or the next story book).
- **Four large password picture cards:** sun, moon, star, cloud. Each has a different outline as well as a different colour.
- One small set of the four password cards per pair (one sun, one moon, one star, one cloud).
- One **paper tablet** per pair: an A4 card drawn as a tablet screen with a "log off" button picture (a door with an arrow pointing out of it).
- Whiteboard and pens.
- Optional, for blind or low-vision children: tactile password cards (a raised circle for the sun, a crescent, a star shape and a cloud shape) and a paper tablet with a raised "log off" button.
- Ear defenders and a quiet spot.
- **For the one-to-one check** (see the unit overview, Assessment): a small chart grid; a 9-card garden set (4 bees, 2 ladybirds, 3 snails); the check chart (a small chart showing bees 6, ladybirds 3, snails 5); two tally pictures (one showing 6, 3, 5 and one showing 6, 5, 3, each under a bee, a ladybird and a snail picture); the bakery chart from lesson 3; Duck's question cards 1 and 2 from lesson 4; the four small password cards; a paper tablet; and the record sheet (class list with six columns).

Steps

✎ Opening (3 min)

Show the locked box. "Something fun is inside. But the box has a lock. To open it, you need the secret: the **password**." Ask: "What is a password for?" (It keeps something locked so only the right people can open it.) "Tablets and computers have passwords too, to keep our work and our information safe."

✎ Main activity (15 min)

1. **Round 1: a one-picture password (3 min).** Hold up the four large cards. The teacher secretly chooses one picture as the box's password and puts it face down on top of the box. Children take turns guessing by pointing to one large card. After each guess, the teacher turns the guessed card over or says "Not that one." "How many guesses did we need?" (Never more than four, because there are only four pictures.)

Open the box and show what is inside, then close it again. "A one-picture password is very easy to guess."

2. **Round 2: a three-picture password (6 min).** "Let's make the password longer." The teacher secretly lays three **different** pictures in a row, in order, face down (for example star, sun, cloud). To open the box, the guessers must say all three in the right order. Give the class five guesses. Most classes will not find it. "Why was this one so hard?" (There are many more ways to put three pictures in a row.) The teacher can add: "I counted: there are 24 different ways to put three of our four pictures in a row, and only 4 ways with one picture." Children do not need to count this themselves. Open the box for everyone at the end.

3. **Pairs play (4 min).** Each pair has a small set of four password cards. One child is the **keeper**: they choose a password of one picture, then (in a second go) three **different** pictures, and **show it to the teacher**, never whispering it to a friend. The teacher looks, nods and keeps it secret. The partner guesses by pointing or laying cards in a row. Swap roles if there is time.

4. **The log-off routine (2 min).** Each pair holds their paper tablet. "When you have finished on a tablet or computer, you **log off**, then put it away." Together: "Finished? Log off, put it away." Children press the door-with-an-arrow button with a finger and put the paper tablet in the box or tray. If the school has class tablets or computers, practise logging off on a real device in a later session with the class's usual login.

✓ Discussion questions (with answers) (7 min)

- "Who can know your password?" (Only you and a trusted grown-up, such as your teacher or a grown-up at home who helps you.)
- "Duck's friend says, 'Tell me your password, I'm your friend!' What should Duck do?" (Keep it secret. Friends don't need it. Duck can tell a trusted grown-up.)
- "Which password was harder to guess, one picture or three pictures?" (Three pictures.)
- "Why do we log off when we finish?" (So the next person can't use our work or see our information.)
- "Did today's game use a real password?" (No, it was a practice password for the box.)

✓ Closing check (with answers) (5 min)

Show two large cards: the sun on its own, and a row of three (moon, cloud, star). "Which password is harder to guess?" Children point. Then: "Duck has finished playing a game on the class tablet. What does Duck do?" Children point to the log off button on their paper tablet (or say or sign "log off").

Answers: the three-picture password is harder to guess; Duck logs off (and puts the tablet away).

Vocabulary

password, secret, lock, guess, log off, private, trusted grown-up.

Differentiation

- **Support:** play round 1 with two pictures first. Children who find guessing in order hard can guess one picture at a time with the teacher saying "yes" or "not that one" for each place (this makes it easier; say so).
- **Stretch:** "How many guesses could a one-picture password need, at most?" (4.) "Would a two-picture password be harder than one picture?" (Yes.) Children can try to list two-picture passwords with cards.
- **Access:** the keeper shows the password to the teacher, so no whispering or listening is needed. Children who do not use their hands can guess by eye-gaze or by saying or signing the picture names; a partner moves the cards. Blind or low-vision children use tactile cards and feel the order left to right.

⚠ Safety

- The passwords in this lesson are practice passwords for the box. Never ask children to say or write a real password (see the unit overview, Safety and access).
- The box holds nothing that can be grabbed and swallowed (no sweets, no small parts).
- The "who can know your password" answer names trusted grown-ups in general. Do not ask children who knows their passwords at home.

Teacher notes

- The password game is an example made up for this unit, not from a source. It follows CSTA 1A-NI-04 ("Explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access") and 1A-IC-18 ("Keep login information private, and log off of devices appropriately"); see the unit overview.
- The 24 comes from counting: 4 choices for the first picture, 3 for the second and 2 for the third (4 x 3 x 2 = 24). If pictures could repeat, there would be 4 x 4 x 4 = 64. Children do not need either number.
- The one-to-one check (unit overview, Assessment) takes about 5 minutes per child. Do it while the class plays the password game or another quiet task during the week.

Grade 1 Second Language: Food Words and "I Like / I Don't Like" (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. It uses **no real food**; check any change to that against your school's allergy and food rules. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 1

It follows the kindergarten second-language units (Hello, My Name Is, and Classroom Words, Numbers to Ten, Colours and Animals and Body Words, a Song and Our Class Chant Show) and uses the same idea: the teacher chooses the language and fills in a word card.

Which language?

This unit works with any language the school teaches. Before lesson 1, fill in the **word card** below. In the lessons, words in square brackets, like **[apple]**, mean "say this in the language you are teaching". Swap any food for one that is common where you live; keep ten foods in total.

English meaning	Your language	Gesture or picture to go with it
apple, banana, orange, grapes, carrot		fruit and vegetable picture cards
bread, rice, egg, cheese, soup		food picture cards
I like ___		thumbs up (or a tick card), then the food card
I don't like ___		thumbs down (or a cross card), then the food card
Do you like ___?		open hand towards the other person, eyebrows up
yes, no		nod / shake head (or tick / cross card)
pass		flat hand held out, palm down
show me ___		open hand held out
please, thank you		hand on chest / small bow or wave
(review) hello, goodbye, one to ten, colours, animals		as in kindergarten

Grammar warning: in many languages, "I like" changes when the food is one thing or many things, or the food word itself changes. Say each phrase the way the language really says it. Children only need to **understand** the phrases and **show** them; saying them is a stretch, never a requirement.

Gesture warning: in some places thumbs up or thumbs down is rude. If so, use the tick and cross cards (or the school's usual signs for yes and no) everywhere this unit says "thumbs".

Big idea

In a new language we can do more than name things: we can say **what we like and don't like**, and **ask other people**. Likes are different for different people, and every answer, including "pass", is fine.

Outcomes

By the end of the unit, most children can:

1. Point to at least eight of the ten food cards when the teacher names them.
2. Understand **[I like ___]** and **[I don't like ___]** and show which one they heard (or saw signed), with thumbs or a tick/cross card.
3. Say or show **[I like ___]** or **[I don't like ___]** about a food card (by saying it, signing it, or holding up a thumbs card and a food card), or choose **[pass]**.
4. Ask or answer **[Do you like ___?]** with **[yes]** / **[no]** in a pair game about a made-up animal friend's likes.
5. Take part in a short café role play using **[please]** and **[thank you]**.

Prior knowledge

- The kindergarten second-language units: greetings, classroom commands, numbers to ten, colours and animals. Children who missed them can still take part; every word has a card or an action.
- Grade 1 health and PE term 1 and kindergarten health term 3 (no "good" or "bad" foods). This unit keeps that rule.

Lessons

Keep the 1-minute greeting chant at the start of each day, and add a 1-minute "show me the food" game from lesson 1 onwards.

Lesson	Title	Time	Core idea
1	Ten food words	25 min	Learn ten food words with picture cards and a "what's missing?" game
2	What does Bear like?	25 min	Understand **[I like]** and **[I don't like]** through a puppet
3	I like, I don't like, pass	25 min	Children show their own likes, or pass, with cards
4	A picnic for the puppets	25 min	Pairs ask **[Do you like ___?]** to fill a made-up animal friend's picnic basket
5	The puppets' café	30 min	Café role play with please and thank you; one-to-one check

Timings: lessons 1-4 are 25 minutes (3 + 7 + 8 + 3 + 4); lesson 5 is 30 minutes (3 + 5 + 12 + 10, with the check spread over the week).

Materials

- The filled-in word card (above), kept where the teacher can see it.

- **Ten large food picture cards** (apple, banana, orange, grapes, carrot, bread, rice, egg, cheese, soup, or your swaps), and a cloth to cover them.
- **Small food card sets:** one set of ten per pair (printed small, or drawn).
- **Two puppets:** Bear and Rabbit (soft toys, sock or paper-bag puppets). Their likes are made up (lesson 2) and shown on the **Bear and Rabbit like cards**: one large card each, with that puppet's three liked foods ticked and three crossed, stuck on the board from lesson 2 onwards.
- **Thumbs cards:** one thumbs-up and one thumbs-down card per child (or tick and cross cards), and one **pass** card per child (a flat hand).
- **Animal friend cards** (lesson 4): two per pair, each showing an animal from the kindergarten animal words with three foods ticked and three crossed. Make at least two versions so neighbouring pairs have different answers. Also one large **Cat card** for the lesson 4 closing check (likes banana, rice, egg; doesn't like soup, bread, orange).
- **Tick and cross cards:** one of each per child (lesson 4 answers; also the thumbs alternative).
- A book or folder per pair to stand up as a screen (lesson 4).
- **Picnic basket sheets** (lesson 4): one per pair, a drawn basket with six empty spaces.
- **Café things** (lesson 5): the large food cards or play food (plastic or cloth, never real food), paper plates (two per group), a menu board with five food cards stuck on, and a small table.
- Paper and crayons for drawing a menu (lesson 5).
- **Check things** (lesson 5): six food cards, the Bear puppet, one animal friend card, a paper plate and the record sheet (class list with five columns).
- Ear defenders and a quiet spot, as in every unit.
- Optional, for blind or low-vision children: toy food to hold and tactile tick and cross cards (in every lesson).
- Optional: a fluent speaker's recording of the word-card words.

Access and inclusion

- **Speaking is optional.** Pointing, thumbs cards, signs and holding up food cards all count. Never make a child speak alone in front of others.
- **Likes are private if a child wants.** The **[pass]** card is always allowed and is never questioned. Children never have to say what they eat at home.
- **No "yuck" about food.** Some foods on the cards will be family foods for some children. "I don't like it" is fine; making faces or saying a food is horrible is not. See lesson 3.
- **Diets, religion and allergies:** some children do not eat some foods (for example egg or cheese) for health, family or religious reasons. Liking and eating are different: a child may say **[I like]** about a food they never eat, or pass. Never ask why.
- **Deaf or hard-of-hearing children:** keep your face visible; pair every word with its card or gesture.
- **Blind or low-vision children:** large, high-contrast cards; toy food they can hold, such as a toy banana; say the name as you hand it over. Tactile tick and cross cards (a raised line or a felt cross) work as thumbs cards.
- **If the language is a sign language:** the signs are the words; children sign **[I like]** / **[I don't like]** instead of using thumbs. Wherever a check says "with no gesture", sign the words with no extra pointing, thumbs or facial cue that gives the answer away.
- **Fine motor:** children who find small cards hard use the large cards, or point and a partner moves the card.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.

- **Noise:** quiet spot and ear defenders allowed, especially in the lesson 5 café.

Assessment

Lesson 5 includes a five-part check, done one-to-one (about 3 minutes each child; spread over the week). Record each part as **yes**, **with help** or **not yet**:

1. Points to the right card for four foods named with no gesture, from a row of six cards.
2. Hears (or sees signed) **[I like ___]** or **[I don't like ___]** said in Bear's voice (two turns) and shows thumbs up or down to match.
3. Says, signs or shows **[I like ___]** or **[I don't like ___]** about any food card. Choosing **[pass]** for that food and doing it for another food card counts as **yes**; a child may also show the phrase about a puppet instead of themselves.
4. Answers **[Do you like ___?]** about an animal friend card with **[yes]** or **[no]** (word, nod or tick/cross card), twice.
5. Says or shows **[please]** or **[thank you]** at the right moment in a two-line café exchange with the teacher.

Doing it in their own way (pointing, signs, thumbs cards, the child's usual access) counts as **yes**. "Not yet" is normal for some children; food words return in later units. Outcome 5 is also seen during the café role play.

Sources

- Wikipedia, "Communicative language teaching": https://en.wikipedia.org/wiki/Communicative_language_teaching (read 9 November 2026). An approach in which interaction is both the means and the goal of learning; oral activities such as role-play (usually in pairs, in a setting) and interviews. Lessons 4 and 5 use a short pair interview and a café role play.
- Wikipedia, "Information gap task": https://en.wikipedia.org/wiki/Information_gap_task (read 9 November 2026). Learners are missing information and must communicate to fill the gap; contrasted with opinion gap tasks, where learners give their own opinions. Lesson 4 is an information gap (each child has a puppet card the partner cannot see); lesson 3 is an opinion task.
- Wikipedia, "Food allergy": https://en.wikipedia.org/wiki/Food_allergy (read 9 November 2026). Common foods involved include cow's milk, peanuts, eggs, shellfish, fish, tree nuts, soy, wheat and sesame; management is mainly avoiding the food; allergens can pass between foods by cross-contact. This is why the unit uses picture cards and play food only, and why egg, cheese and bread on picture cards are fine but are never tasted.
- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . As in the kindergarten units: commands answered with actions, listening before speaking, low stress. Lessons 1 and 2 use it.
- No second-language standard or curriculum document was read for this unit.

Known gaps

- **No pronunciation help**, as in kindergarten. Use a fluent speaker's recording if needed.
- **Grammar differs:** this unit cannot say how **[I like]** works in your language (for example, whether it changes for one or many). Check with a fluent speaker.
- **Food choices are local:** the ten foods are a suggestion; some may be unfamiliar or not eaten where you teach. Swap them.

- **No standard read.**
- Peer check: Gemini 4 Argon did a bounded text, timing, link, answer-key and safety check at cc2ce21 on 9 November 2026 (not an educator or classroom review): timings sum and no errors were found; its three notes (check item 2 in first person in Bear's voice, plus a word-card row for "show me"; Bear and Rabbit like cards and low-vision options in lesson materials; "heard (or saw signed)" wording for sign-language classes) were folded in at 0b40271, which Argon also diff-checked the same day (see PEERCHECKS.md).

The lesson order matters: children understand the food words (lesson 1) and the like phrases (lesson 2) before they use them about themselves (lesson 3) or ask others (lessons 4 and 5).

Lesson 1: Ten food words

Unit overview - Next: Lesson 2: What does Bear like?

Goal: Children understand ten food words in the new language and show it by pointing to the right picture card.

Length: about 25 minutes.

Materials

- The word card.
- The ten large food picture cards and a cloth to cover them.
- One small food card set per pair (for the support and stretch games).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: toy food to hold and tactile tick and cross cards.

Steps

✎ Opening (3 min)

Greeting chant from kindergarten (**[hello]**, **[hello]**...). Then count the large food cards together in the new language as you lay them face down: **[one]** to **[ten]**.

✎ Main activity 1: meet the foods (7 min)

Turn the cards over one at a time. Say each word twice while showing the card and doing a small eating or holding gesture: **[apple]**, **[banana]**, **[orange]**, **[grapes]**, **[carrot]**. Children copy the gesture; they do not have to say anything. Then add **[bread]**, **[rice]**, **[egg]**, **[cheese]**, **[soup]** the same way.

Stick all ten cards in a row on the board. Say a word; children point to it from their seats. Go faster, then mix the order.

✎ Main activity 2: what's missing? (8 min)

Children close their eyes (or turn around, or cover their eyes with their hands; any of these is fine). Take one card away. Children open their eyes and point to the gap or say the missing word in either language; then the teacher says it in the new language and puts it back. Play five or six rounds.

Then play "show me": say **[show me the cheese]** with an open hand; a child who wants to comes and touches the card. Nobody is "out"; if a child picks a different card, say that card's name kindly and try again together.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Which food word sounds like a word you already know?" (Any answer; in some languages some food words sound like the school-language word, for example **[banana]** in many languages.)
- "How did you remember which card was missing?" (Any answer; for example "I looked at the colours", "I said the words in my head".)

✓ Closing check (with answers) (4 min)

Mix the cards. Say four words with no gesture, one at a time: **[carrot]**, **[rice]**, **[grapes]**, **[egg]**. Children point from their seats, or a volunteer touches the card.

Answers: the carrot card, the rice card, the grapes card, the egg card.

Vocabulary

[apple], **[banana]**, **[orange]**, **[grapes]**, **[carrot]**, **[bread]**, **[rice]**, **[egg]**, **[cheese]**, **[soup]**, **[show me ___]**

Differentiation

- **Support:** start with five foods (the fruit and carrot) and add the other five in lesson 2. Children play "show me" with a partner using the small card set, picking from three cards at a time.
- **Stretch:** a child says **[show me the ___]** to a partner with the small card set, or to the class.

⚠ Safety

- No real food in this lesson; picture cards only.

Teacher notes

- Say the words the way the language really says them. If **[grapes]** is one word for one grape and another for many, use the word for a bunch.
- If you swapped foods on the word card, use the same swaps on every card set.
- For a blind or low-vision child, use a few toy objects (for example a toy banana) and say the name as you hand it over; "what's missing?" becomes "what did I take out of the box?".

Lesson 2: What does Bear like?

Unit overview - Previous: Lesson 1: Ten food words - Next: Lesson 3: I like, I don't like, pass

Goal: Children understand **[I like ___]** and **[I don't like ___]** and show which one they heard (or saw signed).

Length: about 25 minutes.

Materials

- The word card.
- The ten large food picture cards.
- The Bear and Rabbit puppets.
- The **Bear and Rabbit like cards** (one large card each, showing that puppet's three liked foods with a tick and three with a cross), stuck on the board. Make them before the lesson and put them up after main activity 2.
- One thumbs-up and one thumbs-down card per child (or tick and cross cards).
- One small food card set per pair (for the stretch game).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: toy food to hold and tactile tick and cross cards.

Steps

✎ Opening (3 min)

Greeting chant, then a quick "show me" with the ten food cards from lesson 1.

✎ Main activity 1: Bear's likes (7 min)

Bring out Bear. Bear looks at the food cards. Hold up the apple card and make Bear hug it and do thumbs up: **[I like apple]**. Hold up the carrot card and make Bear gently push it away with thumbs down: **[I don't like carrot]**. Keep Bear calm and polite: no "yuck" faces.

Do this for six foods. Before each one, children guess with their thumbs cards; then Bear says it. Children copy Bear's thumbs.

Bear's likes are made up; keep them the same all unit. **Bear likes** apple, bread and soup; **Bear doesn't like** carrot, cheese and rice.

✎ Main activity 2: Rabbit is different (8 min)

Bring out Rabbit. Rabbit likes carrot, cheese and grapes, and doesn't like apple, egg and soup. Do the same thumbs-guess game.

Then mix them up: the teacher says **[I like ___]** or **[I don't like ___]** in Bear's or Rabbit's voice, without any gesture. Children hold up the thumbs card for what they heard (or saw signed). Nobody is "out".

Point out: Bear doesn't like carrot, but Rabbit likes carrot. "Is Bear wrong?" (No. People and puppets like different things.)

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Bear doesn't like carrot. Should Rabbit stop liking carrot?" (No; it is fine to like different things.)
- "How can you tell if someone said **[I like]** or **[I don't like]**?" (Listen for the extra word that means "don't"; the exact word depends on the language.)

✓ Closing check (with answers) (4 min)

In Bear's voice and with no gesture (in a sign language: no extra cue), say: **[I like bread]**, **[I don't like cheese]**, **[I like soup]**, **[I don't like rice]**. Children hold up a thumbs card after each.

Answers: up, down, up, down.

Vocabulary

[I like ___], **[I don't like ___]**, the ten food words.

Differentiation

- **Support:** use only **[I like]** for the first half of main activity 1; add **[I don't like]** once children are confident.
- **Stretch:** a child makes Bear or Rabbit say a like or a don't-like, with a food card from the small set, for a partner to show with thumbs.

⚠ Safety

- No real food; picture cards only.

Teacher notes

- Bear's and Rabbit's likes are made up so that nobody has to talk about their own family's food yet.
- If thumbs are rude where you teach, use tick and cross cards throughout.

Lesson 3: I like, I don't like, pass

Unit overview - Previous: Lesson 2: What does Bear like? - Next: Lesson 4: A picnic for the puppets

Goal: Children say or show **[I like ___]** or **[I don't like ___]** about food cards, or choose **[pass]**, and answer others kindly.

Length: about 25 minutes.

Materials

- The word card.
- The ten large food picture cards.
- The Bear and Rabbit puppets.
- The **Bear and Rabbit like cards** (one large card each, showing that puppet's three liked foods with a tick and three with a cross), stuck on the board.
- One thumbs-up card, one thumbs-down card and one pass card per child (or tick, cross and pass cards).
- One small food card set per pair.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: toy food to hold and tactile tick and cross cards.

Steps

✎ Opening (3 min)

Greeting chant. Bear and Rabbit say one like each (**[I like bread]**, **[I like carrot]**); children show thumbs.

✎ Main activity 1: thumbs vote (7 min)

Teach **[pass]** with its gesture (flat hand held out): "If you don't want to say, you can always show **[pass]**. Nobody will ask why."

Then set the class rule, in the school language: "We can say **[I don't like]**. We don't say a food is horrible, and we don't make faces. Some foods are someone's favourite at home."

Hold up each large food card and say its name. Every child holds up one card: thumbs up, thumbs down, or pass. The teacher says what they see in the new language without naming anyone: "Lots of **[I like]**! Some **[I don't like]**. Some **[pass]**." Do six or seven foods.

✎ Main activity 2: partner turns (8 min)

Pairs put their small food cards face down. Child A turns one over and says or shows **[I like ___]**, **[I don't like ___]** or **[pass]**. Child B answers **[thank you]** (or a nod). Swap. Keep going until the cards run out.

A child who prefers can do the turns for Bear or Rabbit instead of themselves, using the Bear and Rabbit like cards on the board.

Walk round and model the full phrase if a child only says the food word or only shows a card; any way of answering is fine.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Your partner doesn't like a food you like. What could you say?" (Something kind or nothing at all: "That's OK", "Thank you", "I like it". Not "That's weird" or "Yuck".)
- "Why is **[pass]** always allowed?" (Some people don't want to say; some people don't eat some foods; that's their choice.)

✓ Closing check (with answers) (4 min)

In your own voice and with no gesture (in a sign language: no extra cue), say: **[I like rice]**, **[I don't like grapes]**, **[I don't like bread]**, **[I like orange]**. Children hold up a thumbs card for what they **heard** (or saw signed) (not for their own likes).

Answers: up, down, down, up.

Vocabulary

[I like ___], **[I don't like ___]**, **[pass]**, **[thank you]**, the ten food words.

Differentiation

- **Support:** the child holds up the thumbs card and the food card; the teacher or partner says the phrase, and the child nods.
- **Stretch:** the child says the full phrase without the card, or adds a second food: **[I like apple and banana]** (if the language joins them simply).

⚠ Safety

- No real food; picture cards only.

Teacher notes

- Liking and eating are different. A child who doesn't eat a food for family, religious or health reasons may still say **[I like]**, **[I don't like]** or pass. Never ask why, and never correct a child's answer about their own likes.
- Don't ask what children eat at home.
- In the closing check, children show what they heard; make that clear so nobody feels their own likes are being marked.

Lesson 4: A picnic for the puppets

Unit overview - Previous: Lesson 3: I like, I don't like, pass - Next: Lesson 5: The puppets' café

Goal: Children ask or answer **[Do you like ___?]** with **[yes]** / **[no]** to find out a made-up animal friend's likes.

Length: about 25 minutes.

Materials

- The word card.
- The ten large food picture cards and the Bear puppet.
- The **Bear and Rabbit like cards** (one large card each, showing that puppet's three liked foods with a tick and three with a cross). Keep Bear's card face down in main activity 1 and turn it over when the basket is full, to check.
- One small food card set per pair.
- **Animal friend cards:** two per pair (one for each child), each showing an animal from the kindergarten animal words with three foods ticked and three crossed. Make at least two different versions so neighbouring pairs have different answers. One large copy of the **Cat card** for the closing check: Cat likes banana, rice and egg; Cat doesn't like soup, bread and orange.
- One **picnic basket sheet** per pair (a drawn basket with six empty spaces).
- A book or folder per pair to stand up as a screen.
- One tick card and one cross card per child (or nod / shake head).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: toy food to hold and tactile tick and cross cards.

Steps

✎ Opening (3 min)

Greeting chant. Teach **[yes]** and **[no]** with nod and head shake (or tick and cross cards), then **[Do you like ___?]** with its gesture (open hand, eyebrows up).

✎ Main activity 1: asking Bear (7 min)

Bear is going on a picnic. "What should we put in Bear's basket? Let's ask." Hold up a food card and ask Bear: **[Do you like apple?]** Bear nods: **[yes]**. Stick the apple card in the basket on the board. Ask about carrot: Bear shakes its head: **[no]**. The carrot stays out.

After two or three turns, children ask Bear the question (say it, or point to the card and do the question gesture), and the teacher answers as Bear. Bear's answers stay the same as in lesson 2 (likes apple, bread, soup; doesn't like carrot, cheese, rice).

✎ Main activity 2: the picnic game (8 min)

Pairs sit with the screen between them. Child A has an animal friend card and keeps it secret behind the screen. Child A is the animal friend now. Child B asks **[Do you like ___?]** about foods from the small card set. Child A answers **[yes]** or **[no]** using the card (not their own likes). Child B puts each "yes" food in the picnic basket. When the basket has three foods, they look at the card together: did the right foods go in? Swap roles with the second card.

Nobody is "out". If the basket has a wrong food, take it out and ask again.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How did you find out what the animal friend likes?" (By asking **[Do you like ___?]** and listening for **[yes]** or **[no]**.)
- "Why did we use made-up animal cards and not ask about you?" (So that everyone can play, and nobody has to say their own likes.)

✓ Closing check (with answers) (4 min)

Put the large Cat card on the board. The class are Cat now. Ask: **[Do you like banana?]**, **[Do you like soup?]**, **[Do you like rice?]**, **[Do you like bread?]** Children answer for Cat with **[yes]** / **[no]** (word, nod or tick/cross card).

Answers: yes, no, yes, no.

Vocabulary

[Do you like ___?], **[yes]**, **[no]**, the ten food words.

Differentiation

- **Support:** the asker points to the food card and does the question gesture; the answerer nods or shakes their head. Use three food cards at a time, not ten.
- **Stretch:** after the basket is full, the asker tells the class what the friend likes: **[Cat likes ___]** (only if the language makes this simple; otherwise **[yes, ___]** is enough).

⚠ Safety

- No real food; picture cards only.
- Keep screens low and stable (a standing book or folder), not held up to faces.

Teacher notes

- This is an information gap: the asker cannot see the answer, so they really need to ask. It also keeps children's own likes private.
- If the animal words were different in kindergarten, use those animals.

Lesson 5: The puppets' café

Unit overview - Previous: Lesson 4: A picnic for the puppets

Goal: Children use food words, **[Do you like ___?]**, **[yes]**, **[no]**, **[please]** and **[thank you]** in a café role play. The teacher begins the one-to-one check.

Length: about 30 minutes (the check continues over the week).

Materials

- The word card.
- **Café things:** the large food cards or play food (plastic or cloth, never real food), paper plates (two per group), a menu board with five food cards stuck on, and a small table.
- The Bear and Rabbit puppets (as customers children can hold).
- Paper and crayons for drawing a menu.
- **Check cards:** six food cards, the Bear puppet, one animal friend card from lesson 4, a paper plate, and the record sheet (class list with five columns).
- Ear defenders and a quiet spot (the café can get loud).
- Optional, for blind or low-vision children: toy food to hold and tactile tick and cross cards.

Steps

✎ Opening (3 min)

Greeting chant. Teach **[please]** and **[thank you]** with their gestures.

✎ Main activity 1: the café words (5 min)

The teacher is the waiter; Bear is the customer (held by a volunteer). Model the exchange twice:

- Waiter: **[hello]**. **[Do you like soup?]**
- Customer: **[yes, please]** (or **[no, thank you]**).
- Waiter puts the soup card on a plate: **[soup]**.
- Customer: **[thank you]**. Waiter: **[goodbye]**.

The whole class says the customer's lines together, or does the gestures.

✎ Main activity 2: café time (12 min)

Groups of four. Roles: **waiter**, **cook** (puts food cards on plates), and **two customers** (as themselves, or holding Bear or Rabbit). Swap roles every 3 minutes, so most children try two or three roles.

Customers may answer for a puppet instead of themselves. Children who want a quieter job can be the cook, who only needs to understand the food words.

Walk round with the menu board, model lines, and watch for outcome 5.

Closing (10 min)

Children draw a café menu with four foods (for themselves, Bear or Rabbit), and label it in either language if they want. While they draw, begin the one-to-one check (see below) with three or four children. Finish the check over the week.

One-to-one check (with answers) (about 3 min per child)

Record each part as **yes**, **with help** or **not yet** (see the README).

1. Put six food cards in a row: apple, carrot, bread, grapes, egg, soup. Say **[bread]**, **[grapes]**, **[apple]**, **[soup]** with no gesture. Answers: the bread, grapes, apple and soup cards.
2. In Bear's voice, with no gesture: **[I like apple]**, then **[I don't like rice]**. Child shows what they heard (or saw signed). Answers: thumbs up, then thumbs down (or tick, then cross).
3. "Choose a food card. Tell me or show me **[I like]** or **[I don't like]**." Answer: any like or don't-like phrase or thumbs + card. **[Pass]** for one food plus a phrase for another, or a phrase about Bear, also counts.
4. Show one animal friend card. "You are the friend." Ask **[Do you like ___?]** about one ticked and one crossed food on it. Answers: **[yes]** for the ticked food, **[no]** for the crossed food.
5. Hold the plate: **[Do you like egg?]** Answer: **[yes, please]** or **[no, thank you]** (word, sign or gesture). Then give the plate (or not): answer **[thank you]** if a plate was given.

Vocabulary

[please], **[thank you]**, **[yes, please]**, **[no, thank you]**, **[Do you like ___?]**, **[hello]**, **[goodbye]**, the ten food words.

Differentiation

- **Support:** the child is the cook, or a customer who nods and points; the teacher or a partner says the line first.
- **Stretch:** the waiter adds a second question (**[Do you like bread too?]**) or counts the plates in the new language.

⚠ Safety

- No real food or drink in the café; play food or picture cards only. If the school wants to add real food, follow its allergy list and food rules first.
- Keep the café table steady and the floor clear of plates.

Teacher notes

- In item 5, either answer is right; the check is the polite word at the right moment.
- Item 3 is about the phrase, not the child's real likes; never question the answer.

Grade 1 Second Language: Weather, Clothes and Days of the Week (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Children never put on shared clothes in this unit: all dressing up is done with **paper clothes on a paper Bear**.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 2

It follows Food Words and "I Like / I Don't Like" (grade 1, term 1) and the kindergarten second-language units, and uses the same idea: the teacher chooses the language and fills in a word card. The weather words link with the kindergarten science unit Senses and weather and the grade 1 science unit Patterns in the sky.

Which language?

This unit works with any language the school teaches. Before lesson 1, fill in the **word card** below. In the lessons, words in square brackets, like **[sunny]**, mean "say this in the language you are teaching". Swap any weather or clothes word for one that fits where you live (for example **[snowy]** for **[windy]**, or **[sandals]** for **[boots]**); keep six weather words and eight clothes words.

English meaning	Your language	Gesture or picture to go with it
sunny, rainy, cloudy, windy, hot, cold		weather picture cards; actions below
hat, coat, scarf, gloves, boots, T-shirt, shorts, umbrella		paper clothes for the paper Bear
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday		seven day cards, one colour each
What's the weather? / It's ___		hand flat over eyes, looking out; then the weather card
What day is it today? / Today is ___		finger tapping the day card
Put on ___		miming pulling the item on
(review) yes, no, please, thank you, I like / I don't like, colours, numbers to ten		as in term 1 and kindergarten

Weather actions (use the same ones every time): sunny = arms make a big circle above the head; rainy = fingers wiggle downwards; cloudy = arms make a puffy shape; windy = sway like a tree; hot = fan your face; cold = hug yourself and shiver.

Grammar warning: languages say weather in very different ways (for example "it is sunny", "it makes sun", "there is sun", or one word). Say each phrase the way the language really says it.

Children only need to **understand** the phrases and **show** them; saying them is a stretch, never a requirement.

Week warning: which day counts as the first day of the week differs between countries and calendars. Start the day line and the days chant with the day your school's calendar starts with.

Big idea

In a new language we can **talk about the world around us right now**: what day it is, what the weather is like, and what to wear for it. The same few phrases can be used again every single day.

Outcomes

By the end of the unit, most children can:

1. Point to the right card for four weather words, chosen from the six, when the teacher names them, and do the matching action.
2. Point to the right paper clothes item for four clothes words, chosen from the eight.
3. Join in the days chant, and point to today's day card when asked **[What day is it today?]**.
4. Choose clothes for the paper Bear that fit a weather card (for example coat and boots for **[rainy]**), by following **[Put on ___]** or by choosing and naming or showing them.
5. Ask or answer **[What's the weather?]** about a day on a made-up weather week in a pair game.

Prior knowledge

- Food Words and "I Like / I Don't Like": the pair "screen" game, **[yes]** / **[no]**, **[please]** and **[thank you]**.
- The kindergarten units: colours, numbers to ten, classroom commands.
- Children who missed earlier units can still take part; every word has a card or an action.

Lessons

Keep the 1-minute greeting chant at the start of each day. From lesson 3 onwards, add a 2-minute **calendar and weather routine** each morning: a different helper each day turns today's day card and puts up a weather card (see lesson 3).

Lesson	Title	Time	Core idea
1	What's the weather?	25 min	Learn six weather words with cards and actions
2	Dressing the paper Bear	25 min	Learn eight clothes words and **[Put on ___]** with paper clothes
3	Seven days	25 min	Learn the days chant, **[What day is it today?]** and start the daily routine
4	Bear's weather week	25 min	Pairs ask **[What's the weather?]** to fill a made-up week, then dress Bear for one day
5	Weather reporters	30 min	Weather report role play; one-to-one check

Timings: lessons 1-4 are 25 minutes (3 + 7 + 8 + 3 + 4); lesson 5 is 30 minutes (3 + 5 + 12 + 10, with the check spread over the week).

Materials

- The filled-in word card (above), kept where the teacher can see it.
- **Six large weather cards** (sunny, rainy, cloudy, windy, hot, cold, or your swaps). For **hot** and **cold**, use pictures that do not depend on colour alone (for example a sun with a fan, a snowflake with a shivering person).
- **Small weather card sets:** one set of six per pair.
- **The paper Bear:** one large paper Bear (about 60 cm tall) for the board, with a set of **large paper clothes** (hat, coat, scarf, gloves, boots, T-shirt, shorts, umbrella) that stick on with sticky putty or Velcro dots.
- **Small paper Bears:** one per pair, each with a set of the eight small paper clothes, in an envelope.
- **Seven large day cards,** one colour each, with 1 to 7 dots in the corner so they can be told apart without colour, and a **day line** (a string or strip on the wall) to hang them on in order, with a peg or arrow to show "today".
- **Today board:** a space next to the day line with a pocket or clip for one weather card.
- **Bear's weather week sheets** (lesson 4): two per pair (one **A** sheet and one **B** sheet from the same made-up week). Each shows the five school days across the top. Sheet A has weather pictures for Monday, Wednesday and Friday and empty boxes for Tuesday and Thursday; sheet B has pictures for Tuesday and Thursday and empty boxes for the other three. Make two different weeks (lesson 4 lists both) so neighbouring pairs have different answers. Also a **large week strip** for the board (five empty day boxes) and one **large copy of Week 1**, filled in and covered with paper, for the lesson 4 closing check.
- A book or folder per pair to stand up as a screen (lesson 4).
- Crayons or pencils.
- **Reporter things** (lesson 5): a "microphone" (a cardboard tube or a block; not a real microphone shared mouth to mouth), the large weather cards, and the large paper Bear and clothes.
- **Check things** (lesson 5): six small weather cards, a small paper Bear with all eight clothes, the seven day cards, and the record sheet (class list with five columns).
- Ear defenders and a quiet spot, as in every unit.
- Optional, for blind or low-vision children: **tactile weather cards** (for example cotton wool cloud, felt raindrops, a paper fan for windy) and **cloth clothes pieces** cut from fabric scraps to put on a felt Bear (in every lesson).
- Optional: a fluent speaker's recording of the word-card words.

Access and inclusion

- **Speaking is optional.** Pointing, actions, signs and holding up cards all count. Never make a child speak alone in front of others.
- **Clothes are about the paper Bear, never about children.** Do not ask children what clothes they own or what they wore today, and do not comment on what they are wearing. Some families cannot buy coats or boots; some children wear clothes for religious or health reasons. The paper Bear wears everything.
- **Nobody dresses up.** Children do not put on shared hats, scarves or coats in this unit. "Put on" is always for the paper Bear (or mimed, if a child wants to).
- **Weather is different in different places.** If a weather word never happens where you live (for example snow), it can still be learned as a word; say "in some places".

- **Deaf or hard-of-hearing children:** keep your face visible; pair every word with its card or action.
- **Blind or low-vision children:** large, high-contrast cards; tactile weather cards and cloth clothes pieces (see Materials); say the name as you hand each one over.
- **If the language is a sign language:** the signs are the words. Wherever a check says "with no gesture", sign the word with no extra action or picture that gives the answer away.
- **Movement:** children who cannot do a weather action stand or sit and point to the card, or do it with one hand or their face; any way of showing counts.
- **Fine motor:** children who find small paper clothes hard use the large set on the board, or point and a partner moves the piece.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.
- **Noise:** quiet spot and ear defenders allowed, especially in the lesson 3 chant and lesson 5 reports.

Assessment

Lesson 5 includes a five-part check, done one-to-one (about 3 minutes each child; spread over the week). Record each part as **yes**, **with help** or **not yet**:

1. Points to the right card for four weather words named with no gesture, from a row of six cards.
2. Puts on the paper Bear the right item for four clothes words named with no gesture.
3. Points to the day card the teacher names (two turns, from all seven cards in order on the day line), and points to today's day card when asked **[What day is it today?]**.
4. Dresses the paper Bear for one weather card the teacher shows (rainy or cold): any two items that fit count (see lesson 5 for the answer list).
5. Answers **[What's the weather?]** about the teacher's weather card by saying, signing or showing the weather word or action, twice.

Doing it in their own way (pointing, signs, actions, the child's usual access) counts as **yes**. "Not yet" is normal for some children; weather and days come back every day in the morning routine.

Sources

- Wikipedia, "Week": https://en.wikipedia.org/wiki/Week (read 9 November 2026). A week is a unit of time equal to seven days; which days count as the first and last differs by culture, although virtually all have Saturday, Sunday or Monday as the first day. This is the reason for the "week warning" above.
- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . As in the kindergarten and term 1 units: commands answered with actions, listening before speaking, low stress. Lessons 1 and 2 use it (weather actions, **[Put on ___]**).
- Wikipedia, "Information gap task": https://en.wikipedia.org/wiki/Information_gap_task (read 9 November 2026 for the term 1 unit). Learners are missing information and must communicate to fill the gap. Lesson 4 is an information gap (each child has half of Bear's weather week).
- Wikipedia, "Communicative language teaching": https://en.wikipedia.org/wiki/Communicative_language_teaching (read 9 November 2026 for the term 1 unit). Interaction is both the means and the goal; role-play in pairs, in a setting. Lesson 5 uses a weather-report role play.
- No second-language standard or curriculum document was read for this unit.

Known gaps

- Written 9 November 2026. Text-checked by Gemini 4 Argon the same day (links, timings, the info-gap weeks, privacy and safety rules); its one note, that outcomes 1 and 2 asked for more words than the checks test, was fixed in eebdfed, which Gemini 4 Argon also diff-checked the same day (see PEERCHECKS.md). Not yet checked by a teacher.
- **No pronunciation help**, as in kindergarten and term 1. Use a fluent speaker's recording if needed.
- **Grammar differs:** this unit cannot say how weather phrases or **[Put on ___]** work in your language. Check with a fluent speaker.
- **Weather and clothes are local:** the words are a suggestion. Swap them for the weather and clothes children know.
- **No standard read.**
- The days chant has no tune here: chant it to a steady clap, or use a traditional days-of-the-week song in your language if the school already has one.

The lesson order matters: children understand the weather words (lesson 1), clothes words (lesson 2) and days (lesson 3) one group at a time before they combine them (lessons 4 and 5).

Lesson 1: What's the weather?

Unit overview - Next: Lesson 2: Dressing the paper Bear

Goal: Children understand six weather words and show each one with its card or action.

Length: about 25 minutes.

Materials

- The word card.
- The six large weather cards (sunny, rainy, cloudy, windy, hot, cold, or your swaps) and a cloth to cover them.
- One small weather card set per pair.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile weather cards.

Steps

✎ Opening (3 min)

Greeting chant. Look out of the window together (or, if there is no window, show a photo of the sky outside today). Put a hand flat over your eyes and say **[What's the weather?]** in a curious voice. Do not answer yet.

✎ Main activity 1: six weather words (7 min)

Hold up each large weather card, say the word twice and do its action (see the word card). Children copy the action. Then:

- **Show me:** say a word with no card; children do the action.
- **Which card?** Do an action with no word; children point to the card.

Add one word at a time and go back to earlier ones often. Finish by answering the opening question: point to the window, say **[It's ___]** with today's weather word, and do the action.

✎ Main activity 2: what's missing? (8 min)

Put the six large cards on the board. Children close their eyes (or turn around). Cover one card with the cloth. Children open their eyes and say or show which weather is missing: the word, the action, or pointing to the matching small card in their pair set. Play five or six rounds.

Then pairs play with their small sets: one child hides a card under their hand and does its action; the partner points to the matching card from the rest. Swap.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why do we do an action for every word?" (It helps us remember, and everyone can answer without speaking.)
- "Is the weather the same every day?" (No. It changes, and it is different in different places.)

✓ Closing check (with answers) (4 min)

Say each word with no gesture and no card; children do the action: **[rainy]**, **[hot]**, **[windy]**, **[cloudy]**.

Answers: fingers wiggling down; fanning the face; swaying; puffy arms.

Vocabulary

[sunny], **[rainy]**, **[cloudy]**, **[windy]**, **[hot]**, **[cold]**, **[What's the weather?]**, **[It's ___]**.

Differentiation

- **Support:** use three cards at a time (sunny, rainy, cold) before adding the rest; children point rather than act.
- **Stretch:** children say **[It's ___]** for a card the teacher holds up, or lead "Show me" for the class.

⚠ Safety

- Never look straight at the Sun when looking out of the window.
- Leave space between children for the swaying and big-circle actions.

Teacher notes

- Keep the actions exactly the same in every lesson; they become the answers in the lesson 5 check.
- If **[hot]** and **[cold]** are not "weather words" in your language (for example they need a different verb), teach the phrase the language really uses.

Lesson 2: Dressing the paper Bear

Unit overview - Previous: Lesson 1: What's the weather? - Next: Lesson 3: Seven days

Goal: Children understand eight clothes words and **[Put on ___]**, and dress a paper Bear when they hear them.

Length: about 25 minutes.

Materials

- The word card.
- The six large weather cards.
- The large paper Bear on the board, with its eight large paper clothes (hat, coat, scarf, gloves, boots, T-shirt, shorts, umbrella) and sticky putty or Velcro dots.
- One small paper Bear per pair, with its eight small paper clothes in an envelope.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile weather cards, and cloth clothes pieces with a felt Bear.

Steps

✎ Opening (3 min)

Greeting chant. Quick weather review: say three weather words; children do the actions. Then introduce the paper Bear: "Bear is going outside. Bear needs clothes!"

✎ Main activity 1: eight clothes words (7 min)

Hold up each large paper clothes item, say the word twice, and mime pulling it on yourself (hat on head, gloves on hands). Children copy the mime. Then put it on the board Bear while saying **[Put on ___]**.

After all eight, take them all off. Say **[Put on hat]**, **[Put on boots]** and so on; a different child each time puts the item on the board Bear (or points and the teacher does it).

✎ Main activity 2: dress your Bear (8 min)

Pairs open their envelopes and lay the small clothes out. The teacher says **[Put on ___]** for one item at a time; pairs take turns putting it on their small Bear. Check by holding up the large item after each one.

Then take everything off and play with weather: hold up a weather card (rainy) and say **[It's rainy. Put on coat. Put on boots.]**, with the umbrella as a bonus. Do two more weather cards (cold: hat, scarf, gloves, coat; hot or sunny: T-shirt, shorts, hat).

✓ Discussion questions (with answers) (3 min)

In the school language:

- "What did Bear wear when it was rainy?" (Coat and boots; the umbrella too. Other answers that keep Bear dry are fine.)
- "Why did Bear take off the coat when it was hot?" (So Bear would not be too hot.)

✓ Closing check (with answers) (4 min)

Take everything off the board Bear. Say with no gesture: **[Put on scarf]**, **[Put on shorts]**, **[Put on gloves]**, **[Put on umbrella]** (or the right verb for an umbrella in your language, such as "take"). Children point to the right item in their pair set, then one child puts it on the board Bear.

Answers: scarf, shorts, gloves, umbrella.

Vocabulary

[hat], **[coat]**, **[scarf]**, **[gloves]**, **[boots]**, **[T-shirt]**, **[shorts]**, **[umbrella]**, **[Put on ___]**.

Differentiation

- **Support:** start with four items (hat, coat, boots, umbrella); the child points and a partner moves the piece.
- **Stretch:** the child says **[Put on ___]** to their partner, who dresses the small Bear.

⚠ Safety

- Children do not put on shared clothes. Mimes and the paper Bear only.
- Use sticky putty or Velcro dots, not pins.

Teacher notes

- Talk only about Bear's clothes. Do not ask children about their own clothes or what they have at home (see Access and inclusion in the unit overview).
- Many languages use a different verb for an umbrella ("take", "open", "hold"). Use the real one; children only need to show it.

Lesson 3: Seven days

Unit overview - Previous: Lesson 2: Dressing the paper Bear - Next: Lesson 4: Bear's weather week

Goal: Children join in a days chant, point to day cards when they are named, and show today's day.

Length: about 25 minutes.

Materials

- The word card.
- The seven large day cards, one colour each, with **1 to 7 dots** in the corner so they can be told apart without colour (one dot for the first day of your school's week).
- The day line (string or wall strip) with pegs, and a "today" peg or arrow.
- The today board and the six large weather cards.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: day cards with raised dots (for example glued lentils or puffy paint) and tactile weather cards.

Steps

✎ Opening (3 min)

Greeting chant. Weather review: hold up three weather cards; children do the actions.

✎ Main activity 1: the days chant (7 min)

Hang the seven day cards on the day line in order, starting with the day your school's calendar starts with. Point to each one, say it twice, and count its dots with the children.

Chant the seven days to a steady clap (clap, clap, say the day). Do it three times: teacher alone, then with children joining in, then quietly ("whisper days"). Children who do not want to speak can clap or point along the line.

✎ Main activity 2: what day is it today? (8 min)

Ask **[What day is it today?]** while tapping the day line. Move the "today" peg to today's card and say **[Today is ___]**.

Then play **Jump to the day:** say a day name with no gesture; children point to it on the line (or hold up that many fingers, the number of dots). Five or six rounds, mixing the order.

Finish by starting the **morning routine**: one helper moves the "today" peg, then the class looks outside, and the helper puts the matching weather card on the today board. Everyone

says or shows **[Today is ___. It's ___.]** From now on, do this for 2 minutes every morning, with a different helper each day.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How many days are in a week?" (Seven.)
- "Which days do we come to school?" (Answer for your school, for example the five school days; the others are home days.)

✓ Closing check (with answers) (4 min)

Say three day names with no gesture, out of order; children point to each on the day line. Then ask **[What day is it today?]**; children point to today's card.

Answers: the three cards named, then today's card.

Vocabulary

[Monday] to **[Sunday]**, **[What day is it today?]**, **[Today is ___]**.

Differentiation

- **Support:** children point along the line with the chant rather than saying the days; use only the school days at first.
- **Stretch:** children say the day after today, or lead the chant.

⚠ Safety

- Hang the day line at a height children can reach without standing on chairs.

Teacher notes

- Do not ask what children do on home days, or where they go; keep "home days" general.
- Day names may be capitalised or not, depending on the language. Write them the way the language does.

Lesson 4: Bear's weather week

Unit overview - Previous: Lesson 3: Seven days - Next: Lesson 5: Weather reporters

Goal: Children ask or answer **[What's the weather?]** about days of a made-up week, then dress Bear for one of those days.

Length: about 25 minutes.

Materials

- The word card, the day line and the six large weather cards.
- The large paper Bear and its eight large paper clothes.
- **Bear's weather week sheets:** two per pair (one **A** sheet and one **B** sheet from the same week). Make two different weeks so neighbouring pairs have different answers:
  - **Week 1:** Monday sunny, Tuesday rainy, Wednesday cloudy, Thursday windy, Friday cold.
  - **Week 2:** Monday rainy, Tuesday sunny, Wednesday cold, Thursday cloudy, Friday windy.
  - Sheet A shows the pictures for Monday, Wednesday and Friday, with empty boxes for Tuesday and Thursday. Sheet B shows Tuesday and Thursday, with empty boxes for Monday, Wednesday and Friday.
- A **large week strip** for the board, with five empty day boxes (main activity 1).
- One **large copy of Week 1** (all five days filled in), covered with paper, for the closing check.
- One small weather card set per pair (to place in empty boxes instead of drawing, if a child prefers).
- One small paper Bear with its clothes per pair.
- A book or folder per pair to stand up as a screen.
- Crayons or pencils.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile weather cards placed on a large-print week sheet, and cloth clothes pieces with a felt Bear.

Steps

✎ Opening (3 min)

Greeting chant and the morning routine (today's day and weather). Point to the five school days on the day line and say them.

✎ Main activity 1: asking about Bear's week (7 min)

Show a large week strip with Monday to Friday and only Monday filled in (sunny). Point to Tuesday and ask Bear (the teacher in Bear's voice): **[Tuesday? What's the weather?]** Bear answers **[It's rainy]** and does the action. Draw or stick the rainy card in Tuesday's box. Do two more days the same way.

Then children ask Bear about the last day (say it, or point to the day and do the "What's the weather?" gesture), and Bear answers.

✎ Main activity 2: the weather week game (8 min)

Pairs sit with the screen between them. Child A has sheet A, child B has sheet B, from the same week. Child A points to or says an empty day on their sheet and asks **[What's the weather?]**. Child B looks at their own sheet and answers with the word, the action or by holding up the small weather card. Child A draws the weather or puts the small card in the box. Then child B asks about their empty days. When both sheets are full, take the screen away and compare: are they the same?

Then pairs choose one day on their sheet and dress their small paper Bear for that weather.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How did you find out the weather on the empty days?" (By asking **[What's the weather?]** and listening to, or watching, our partner.)
- "Which clothes did your Bear wear on a cold day?" (For example coat, hat, scarf, gloves, boots. Any clothes that keep Bear warm are fine.)

✓ Closing check (with answers) (4 min)

Uncover the large copy of Week 1. Ask with no gesture: **[Thursday? What's the weather?]**, then **[Monday? What's the weather?]**. Children answer with the word or action. Then point to Friday and ask, in the school language, "What should Bear put on?"; children name or show clothes and one child dresses the board Bear.

Answers: windy; sunny; for Friday (cold), any warm clothes: coat, hat, scarf, gloves, boots.

Vocabulary

[What's the weather?], **[It's ___]**, the six weather words, the five school-day names, the eight clothes words.

Differentiation

- **Support:** the asker only points to the empty day and does the question gesture; the answerer holds up the small weather card.
- **Stretch:** the asker says the whole question with the day name; after the game, the pair tells the class about one day: **[Tuesday. It's rainy. Put on coat.]**

⚠ Safety

- Keep screens low and stable (a standing book or folder), not held up to faces.

Teacher notes

- This is an information gap: each child has half of the week, so they really need to ask.
- In some languages, "on Tuesday" needs a small extra word. Children can just say the day name.

Lesson 5: Weather reporters

Unit overview - Previous: Lesson 4: Bear's weather week

Goal: Children give or follow a short weather report (day, weather, what Bear should put on) in a role play; the one-to-one check happens during the week.

Length: about 30 minutes.

Materials

- The word card, the day line and the today board.
- The six large weather cards, and one small weather card set per group of three.
- The large paper Bear and its eight large paper clothes.
- One small paper Bear with its clothes per group of three.
- **Reporter "microphones":** one per group (a cardboard tube or a block). Each child holds it in front of them; nobody puts it to their mouth.
- **Check things:** six small weather cards, a small paper Bear with all eight clothes, the seven day cards on the day line, and the record sheet (class list with five columns).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile weather cards and cloth clothes pieces with a felt Bear.

Steps

✎ Opening (3 min)

Greeting chant and the morning routine (today's day and weather).

✎ Main activity 1: the teacher's weather report (5 min)

Hold the microphone and give a report in the language, with actions and cards: **[Today is ___.]** (point to the day line) **[It's rainy.]** (action, card) **[Put on coat! Put on boots!]** A child dresses the large paper Bear. Do one more report with a different weather card. Then let two volunteers (only volunteers) give a report with the teacher's help; pointing to cards counts.

✎ Main activity 2: reporters, dressers and checkers (12 min)

Groups of three. Roles: the **reporter** holds the microphone, picks a small weather card without showing it, then reports it (word, action or card) and says or shows what to put on; the **dresser** puts clothes on the small paper Bear; the **checker** looks at the weather card and says or shows **[yes]** if the clothes fit, or helps fix them. Swap roles every 4 minutes so everyone has each role.

Nobody is "out". Any clothes that fit the weather count.

Closing: class reports and check (with answers) (10 min)

Groups that want to show the class give one report (opt-in; a group can choose not to). Then the whole-class check: hold up the rainy card and ask **[What's the weather?]**; children answer with the word or action. Ask, in the school language, "What should Bear put on?"; children point to items for the board Bear.

Answers: rainy; any of coat, boots, umbrella, hat.

During the rest of the week, do the one-to-one check (about 3 minutes each child, see below).

One-to-one check

Record each part as **yes**, **with help** or **not yet**:

1. Lay out the six small weather cards. Name four, with no gesture; the child points to each.
2. Name four clothes items with no gesture: **[Put on ___]**; the child puts each on the small paper Bear.
3. Name two day cards on the day line with no gesture; the child points to each. Then ask **[What day is it today?]**; the child points to today's card.
4. Show the rainy card or the cold card and say, in the school language, "Dress Bear for this weather." Any two items that fit count:
    - **Rainy:** coat, boots, umbrella, hat.
    - **Cold:** coat, hat, scarf, gloves, boots.
5. Show a weather card and ask **[What's the weather?]**; the child says, signs or shows the word or action. Do this twice with different cards.

Doing it in their own way (pointing, signs, actions, the child's usual access) counts as **yes**.

Vocabulary

All the unit's words: six weather words, eight clothes words, seven day names, **[What's the weather?]**, **[It's ___]**, **[What day is it today?]**, **[Today is ___]**, **[Put on ___]**.

Differentiation

- **Support:** the reporter only holds up the weather card and does the action; the teacher joins that group.
- **Stretch:** the reporter gives the whole report, including the day, and adds **[I like ___]** about the weather, or **[pass]**.

⚠ Safety

- Microphones are never shared mouth to mouth; children hold them in front of them.
- Quiet spot and ear defenders allowed; reports can be quiet.

Teacher notes

- Keep the daily morning routine going after the unit. It gives every child a short, safe turn with the words every day.

- If a child gives a report about the real weather outside, that is fine; the paper Bear still does the dressing.

Grade 1 Second Language: A Picture Story with Yes/No and "Who?" Questions (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. No real food is used or tasted in this unit: the picnic food is picture cards or play food only.
>
> Text-checked by two other agents (GLM-5.3 Flash, Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 3

It follows Weather, Clothes and Days of the Week (grade 1, term 2) and Food Words and "I Like / I Don't Like" (grade 1, term 1), and uses the same idea: the teacher chooses the language and fills in a word card. The story reuses words children already know (food words from term 1, weather words and **[umbrella]** from term 2, **[duck]** from kindergarten), so most of the new learning is in **listening to a whole story** and **answering questions about it**.

Which language?

This unit works with any language the school teaches. Before lesson 1, fill in the **word card** below. In the lessons, words in square brackets, like **[Duck has an apple]**, mean "say this in the language you are teaching". You may swap a food for another food from the term 1 unit; keep three foods.

English meaning	Your language	Gesture or picture to go with it
bear, duck, hen, mouse		the four character cards; actions below
___ has ___		both hands hug an invisible thing to the chest
happy, sad		happy: big smile, both hands up; sad: one finger draws a tear down the cheek
Who?		palms up, shoulders up, looking left and right
basket		basket card or prop
Oh no!		hands on cheeks
The end		close both hands like shutting a book
(review) apple, bread, cheese, sunny, rainy, umbrella, yes, no, thank you		as in terms 1 and 2

Character actions (use the same ones every time): **bear** = slow, heavy steps with big paws; **duck** = waddle, or a beak made with one hand (as in kindergarten); **hen** = peck with the head and tuck the hands in like wings; **mouse** = two fingers make whiskers by the nose.

Grammar warning: languages say "has" in very different ways (for example "Duck has an apple", "with Duck is an apple", "Duck's apple", or a word that changes with the thing). Yes/no questions are also made differently (a special word, a change in word order, or just a questioning

voice). Say each sentence the way the language really says it. Children only need to **understand** the sentences and **show** their answers; saying them is a stretch, never a requirement.

Gesture warning: as in term 1, if thumbs up or thumbs down is rude where you live, use the tick and cross cards (or the school's usual signs for yes and no) everywhere this unit says "yes or no".

The story: "Bear's Picnic"

This is an original story written for this unit (an example, not from a source; CC0, free to change). It uses the characters of Little Hill, who also appear in other units of these drafts. Tell it with the six large story cards, one sentence group per card, and the actions in brackets.

1. **[It's sunny.]** (sun action) **[Bear has a basket.]** (has action) **[Bear is happy.]** (happy action)
2. **[Duck comes. Duck has an apple.] [Thank you, Duck!]**
3. **[Hen comes. Hen has bread.] [Thank you, Hen!]**
4. **[Mouse comes. Mouse has cheese.] [Thank you, Mouse!]**
5. **[Oh no! It's rainy!]** (rain action) **[Bear is sad. Hen is sad. Mouse is sad.] [Duck is happy!]** (Duck likes rain.)
6. **[Bear has an umbrella!] [Bear, Duck, Hen and Mouse are happy.] [The end.]**

Picture cards (draw them simply; any style is fine): card 1 Bear with a basket under the sun; card 2 Duck holding an apple; card 3 Hen holding bread; card 4 Mouse holding cheese; card 5 rain, with Bear, Hen and Mouse looking sad and Duck smiling; card 6 all four friends under one big umbrella, smiling. Draw sad and happy faces clearly (mouth shape **and** a tear for sad), not by colour.

Big idea

A story in a new language can be understood **before we know every word**: pictures, actions and words we already know carry the meaning. Questions like **[Who?]** and yes/no questions help us show what we understood, and we can **tell the story back** with pictures, actions and a few words.

Outcomes

By the end of the unit, most children can:

1. Point to the right character card when the teacher names each of the four characters (bear, duck, hen, mouse).
2. Answer yes/no questions about a story card, by saying, signing or showing **[yes]** or **[no]**.
3. Answer **[Who?]** questions about the story (for example **[Who has the bread?]**) by pointing to, naming or showing the right character.
4. Put story cards in the order of the story.
5. Retell the story with the cards, giving at least one word, sign or action for each card.

Prior knowledge

- Food Words and "I Like / I Don't Like": **[apple]**, **[bread]**, **[cheese]**, **[yes]**, **[no]**, **[thank you]**, the tick and cross cards.

- Weather, Clothes and Days of the Week: **[sunny]**, **[rainy]**, **[umbrella]**, the weather actions and the paper Bear.
- Numbers to Ten, Colours and Animals Through Games (kindergarten): **[duck]** and its action.
- Children who missed earlier units can still take part; every word has a card or an action.

Lessons

Keep the 1-minute greeting chant and the term 2 calendar and weather routine at the start of each day.

Lesson	Title	Time	Core idea
1	Bear and friends	25 min	Learn the four characters, **[has]**, **[happy]** and **[sad]** with cards, actions and props
2	Listening to "Bear's Picnic"	25 min	Hear the whole story with cards and actions; answer yes/no questions
3	Who?	25 min	Answer **[Who?]** questions about the story; the "Who has it?" pair game
4	Telling it back	25 min	Spot the teacher's mistakes; put the cards in order and retell in pairs
5	Our picnic show	30 min	Groups act the story while the teacher tells it; one-to-one check

Timings: lessons 1-4 are 25 minutes (3 + 7 + 8 + 3 + 4); lesson 5 is 30 minutes (3 + 5 + 12 + 10, with the check spread over the week).

Materials

- The filled-in word card (above), kept where the teacher can see it.
- **Six large story cards** (see "The story" above), numbered 1 to 6 on the back.
- **Four large character cards** (Bear, Duck, Hen, Mouse), one character each, big enough to see from the back of the room. Characters are told apart by shape and drawing, not by colour alone.
- **Character props:** the large paper Bear from term 2 (or the Bear character card), and three more large character figures or cards (Duck, Hen, Mouse) that can sit on chairs at the front. If the class made Duck, Hen and Mouse stick puppets in the grade 1 arts unit A Story with Stick Puppets and a Class Show, you may borrow them.
- **Picnic props:** a basket (a small box or bag will do), and a play-food or card **apple**, **bread** and **cheese**, plus the large paper **umbrella** from the term 2 paper clothes. Play food must be too big to fit in a child's mouth.
- **Small character card sets:** one set of four (Bear, Duck, Hen, Mouse) per pair.
- **Small food cards:** one apple, one bread and one cheese card per pair (lesson 3), from the term 1 sets.
- **Small story card sets:** one set of the six story cards per pair (lessons 4 and 5).
- **Tick and cross cards:** one of each per child, as in term 1.
- Paper and crayons for each child (lesson 5).
- **Show things** (lesson 5): the large character cards or puppets, the picnic props and the large story cards.
- **Check things** (lesson 5): one set of four small character cards, story cards 1, 2, 5 and 6 from a small set, the large story cards 2, 3 and 5 (or small ones), one tick and one cross card, and the record sheet (class list with five columns).

- Ear defenders and a quiet spot, as in every unit.
- Optional, for blind or low-vision children: **tactile character cards** (Bear = a fleece circle; Duck = a smooth plastic or laminated beak shape; Hen = a bumpy corrugated card shape; Mouse = a small felt shape with string whiskers) and **tactile story cards** with one raised object each (card 1 a felt sun and a card basket; card 2 a felt apple; card 3 felt bread; card 4 a felt cheese wedge; card 5 felt raindrops; card 6 a folded paper umbrella). Use them in every lesson and in the check.
- Optional: a fluent speaker's recording of the story.

Access and inclusion

- **Speaking is optional.** Pointing, actions, signs and holding up cards all count. Never make a child speak, act or retell alone in front of others.
- **Feelings belong to the characters.** Talk only about whether Bear, Duck, Hen or Mouse is happy or sad, and why they might feel that way. Do not ask children whether they are happy or sad, or about their own feelings.
- **No questions about home.** Do not ask children about picnics, what they eat at home, or what their families have. The story is about Bear and friends only.
- **No real food.** Picture cards or play food only; nothing is tasted (see the term 1 unit for allergies).
- **Deaf or hard-of-hearing children:** keep your face visible; tell the story slowly with every card and action; point to the character you are talking about.
- **Blind or low-vision children:** large, high-contrast cards; the tactile character and story cards (see Materials); say the character's name as you hand each card over. In **[Who?]** questions they touch and hold up the right tactile character card.
- **If the language is a sign language:** the signs are the words. Wherever a check says "with no gesture", sign the sentence with no extra action, pointing or picture that gives the answer away.
- **Movement:** children who cannot do an action stand or sit and point to the card, or do it with one hand or their face; any way of showing counts.
- **Fine motor:** children who find small cards hard use the large cards, or point and a partner moves the card.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.
- **Noise:** quiet spot and ear defenders allowed, especially in the lesson 5 show.

Assessment

Lesson 5 includes a five-part check, done one-to-one (about 3 minutes each child; spread over the week). Record each part as **yes**, **with help** or **not yet**:

1. Points to the right character card for each of the four characters, named with no gesture, from the four small character cards in a shuffled row.
2. Answers three yes/no questions about story cards, with no gesture: card 2 **[Does Duck have an apple?]** (yes); card 3 **[Does Hen have cheese?]** (no); card 5 **[Is it sunny?]** (no).
3. Answers three **[Who?]** questions by pointing to, naming or showing a character card: **[Who has the cheese?]** (Mouse); **[Who is happy in the rain?]** (Duck); **[Who has the basket?]** (Bear).
4. Puts story cards 1, 2, 5 and 6 (shuffled) in story order.

5. Retells with those four cards in order: gives one word, sign or action that fits each card (for example sunny or basket; Duck or apple; rainy, sad or "Oh no!"; umbrella or happy).

Doing it in their own way (pointing, signs, actions, the child's usual access) counts as **yes**. "Not yet" is normal for some children; the story can be told again any time.

Sources

- NCSSFL-ACTFL Can-Do Statements, Novice: https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do-Novice.pdf (read 10 November 2026). These are performance indicators and examples, not a curriculum. Lines used for this unit: Novice Low interpretive, fictional texts: "I can identify memorized or familiar words in short, straightforward fictional texts and media that are supported by gestures, facial expressions, or visuals", with examples "I can recognize a few individual words of a read aloud story", "I can recognize a character's name in a folk tale" and "I can recognize common opening and closing words in oral storytelling" (outcome 1 and **[The end]**). Novice Low interpersonal: "I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases with the help of gestures, facial expressions, or visuals" (outcomes 2 and 3). Novice Mid example: "I can recognize some events from a story timeline" (outcome 4, a stretch for some children).
- Wikipedia, "TPR Storytelling": https://en.wikipedia.org/wiki/TPR_Storytelling (read 10 November 2026). A method that teaches a few phrases with gestures, uses them in a spoken class story, and keeps vocabulary limited, often to three new phrases or fewer per lesson; its "circling" questions include yes questions, no questions, either/or questions and "wh" questions; after the story the teacher may retell it briefly, retell it with errors for students to correct, or ask students to retell it. This unit borrows these ideas (three new phrases: **[has]**, **[happy]**, **[sad]**; yes/no and **[Who?]** questions; retelling with mistakes in lesson 4). It is **not** a TPRS course (TPRS is trademarked and taught at its own workshops), and it leaves out the method's "personalized questions", because these lessons never ask about children's own lives.
- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . As in earlier units: commands answered with actions, listening before speaking, low stress.

Known gaps

- Written 10 November 2026. Text-checked the same day by GLM-5.3 Flash (two ACTFL quotes corrected in ea83406) and Gemini 4 Argon (no errors; two optional tactile-card notes for lessons 2 and 4, applied); see PEERCHECKS.md. Not yet reviewed by a teacher.
- **No pronunciation help**, as in earlier units. Use a fluent speaker's recording if needed.
- **Grammar differs:** this unit cannot say how "has", yes/no questions or **[Who?]** work in your language. Check with a fluent speaker.
- The Can-Do Statements describe what learners can do at each level; they do not say what a grade 1 class should learn in a term, so the choices here are the author's.
- The story is short and made up. A real picture book in the language, read with the same questions, may be better if the school has one.

The lesson order matters: children meet the characters and new phrases (lesson 1) before hearing the whole story (lesson 2), answer harder questions (lesson 3) before telling it back (lesson 4), and only then act it and do the check (lesson 5).

Lesson 1: Bear and friends

Unit overview - Next: Lesson 2: Listening to "Bear's Picnic"

Goal: Children understand the names of the four story characters and the three new phrases **[___ has ___]**, **[happy]** and **[sad]**, and show them with actions and props.

Length: about 25 minutes.

Materials

- The word card.
- The four large character cards (Bear, Duck, Hen, Mouse).
- The character props: the large paper Bear (or Bear card) and the Duck, Hen and Mouse figures or cards, sitting on four chairs at the front.
- The picnic props: a basket, a play-food or card apple, bread and cheese, and the large paper umbrella. Play food must be too big to fit in a child's mouth.
- One small character card set (four cards) per pair.
- Ear defenders and a quiet spot.
- Optional: the tactile character cards, and the play food (which can be felt) for blind or low-vision children.

Steps

✎ Opening (3 min)

Greeting chant and the morning routine. Show the paper Bear: **[Hello, Bear!]** Say in the school language: "Bear has some friends. Let's meet them."

✎ Main activity 1: meet the friends (7 min)

Hold up each character card in turn, say its name in the new language and do its action: **[bear]** (slow heavy steps), **[duck]** (waddle or beak hand), **[hen]** (peck, hands tucked like wings), **[mouse]** (finger whiskers). Children copy the action each time. Repeat each name three or four times.

Then play "Show me": say a name with no card raised (**[Hen!]**); children do the action. Then point to a card on the chairs and children do that action. Mix the order. Keep it quick and playful.

✎ Main activity 2: who has what? (8 min)

Hand the basket to the paper Bear and say **[Bear has a basket]**, doing the "has" action (both hands hug an invisible thing to the chest). Children copy. Then give the apple to Duck (**[Duck has an apple]**), the bread to Hen, the cheese to Mouse. Children do the "has" action each time.

Now do **[happy]** and **[sad]**: make Bear look happy (big smile, hands up) - **[Bear is happy]**. Take the basket away - **[Oh no! Bear is sad]** (finger draws a tear). Give it back - **[Bear is happy!]** Children do the happy and sad actions with you. Do the same with one other character.

Then give the props out again in a new order, saying each sentence, and let a helper child move one prop as you say it: **[Mouse has the apple]**. Children who prefer not to come up point from their seats.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How did you know which friend I was talking about, even before you knew the words?" (From the cards, the actions, where I pointed.)
- "Why might Bear be sad when the basket goes away?" (Bear might want the basket, or the food in it. Any kind answer is fine.)

✓ Closing check (with answers) (4 min)

Pairs lay their four small character cards face up. With no gesture and no pointing, say each name in a new order: **[mouse]**, **[bear]**, **[hen]**, **[duck]**. Each child points to, holds up or touches the card. Then say, with no gesture, **[Duck is sad]**: children do the sad action.

Answers: the Mouse card, the Bear card, the Hen card, the Duck card; the sad action (finger drawing a tear).

Vocabulary

[bear], **[duck]**, **[hen]**, **[mouse]**, **[___ has ___]**, **[happy]**, **[sad]**, **[basket]**, **[Oh no!]**; review **[apple]**, **[bread]**, **[cheese]**.

Differentiation

- **Support:** a child holds one character card for the whole lesson and stands up (or waves the card) when that name is said.
- **Stretch:** a child says a whole sentence for the helper to act out, for example **[Hen has the cheese]**.

⚠ Safety

- Play food is too big to fit in a mouth and is never tasted.
- Helpers walk to the chairs; keep a clear path at the front.

Teacher notes

- Only three new phrases are taught (**[has]**, **[happy]**, **[sad]**); the character names are new words but have strong actions. Keep everything else in words children already know.
- Feelings are always Bear's or the friends' feelings, never the children's.

Lesson 2: Listening to "Bear's Picnic"

Unit overview - Previous: Lesson 1: Bear and friends - Next: Lesson 3: Who?

Goal: Children listen to the whole story with cards and actions, join in the actions, and answer yes/no questions about the story cards.

Length: about 25 minutes.

Materials

- The word card, with the story (see the unit overview).
- The six large story cards, in order.
- The four large character cards.
- The picnic props (basket, play-food or card apple, bread and cheese, large paper umbrella).
- A tick card and a cross card for each child.
- Ear defenders and a quiet spot.
- Optional: the tactile story cards and tactile character cards for blind or low-vision children (hand each one over as its card is told).

Steps

✎ Opening (3 min)

Greeting chant and the morning routine. Quick "Show me" with the four character names and actions from lesson 1, then **[happy]** and **[sad]**.

✎ Main activity 1: the story, twice (7 min)

Say in the school language: "Here is a story about Bear. Watch the pictures. You don't need to know every word."

First telling: tell "Bear's Picnic" slowly, holding up each story card and pointing to the character as you name them. Children only watch and listen.

Second telling: tell it again. This time children join in the actions: the sun action, "has", happy, sad, the rain action, **[Oh no!]** (hands on cheeks), and the "The end" action (closing hands like a book).

✎ Main activity 2: yes or no? (8 min)

Hold up a story card and ask a yes/no question about it. Children answer with the tick or cross card (or nod or shake their head, or say **[yes]** / **[no]**). After each answer, say the right sentence and do its action, so children hear it again.

Questions, with answers:

1. Card 1: **[Is it sunny?]** (yes)

2. Card 1: **[Is it rainy?]** (no)
3. Card 2: **[Does Duck have an apple?]** (yes)
4. Card 3: **[Does Hen have an apple?]** (no - Hen has bread)
5. Card 4: **[Does Mouse have cheese?]** (yes)
6. Card 5: **[Is Bear happy?]** (no - Bear is sad)
7. Card 5: **[Is Duck happy?]** (yes - Duck likes rain)
8. Card 6: **[Does Bear have an umbrella?]** (yes)

If most children answer well, a child (who wants to) can hold up a card and the teacher asks the class about it.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why might Duck be happy in the rain when the others are sad?" (Ducks like water; Duck does not mind getting wet.)
- "How did the story end?" (Bear had an umbrella, so everyone was happy.)

✓ Closing check (with answers) (4 min)

Hold up a story card and ask with no gesture. Children answer with tick or cross cards. Blind or low-vision children are handed the matching tactile story card at the same time, so they can answer by touch:

- Card 1: **[Is it rainy?]**
- Card 4: **[Does Mouse have cheese?]**
- Card 6: **[Is Bear sad?]**

Answers: no; yes; no.

Vocabulary

The story sentences; yes/no questions such as **[Is it ___?]** and **[Does ___ have ___?]**; **[Oh no!]**, **[The end]**; review **[yes]**, **[no]**, **[sunny]**, **[rainy]**, **[umbrella]**.

Differentiation

- **Support:** a child holds the story card for each question and looks at it closely, or answers only the questions about one character.
- **Stretch:** a child answers a "no" question with the right sentence, for example **[No. Hen has bread.]**

⚠ Safety

- Play food is too big to fit in a mouth and is never tasted.

Teacher notes

- Yes/no questions are the easiest kind to answer in a new language: children only need to understand and choose.
- Ask some questions whose answer is "no", so children cannot just say "yes" every time.
- Children do not need to answer the discussion questions in the new language.

Lesson 3: Who?

Unit overview - Previous: Lesson 2: Listening to "Bear's Picnic" - Next: Lesson 4: Telling it back

Goal: Children answer **[Who?]** questions about the story by pointing to, naming or showing the right character, and play a pair game with **[Who has the ___?]**.

Length: about 25 minutes.

Materials

- The word card, with the story.
- The six large story cards.
- The four large character cards.
- One small character card set (four cards) per pair.
- One small apple, bread and cheese card per pair (from the term 1 sets).
- A tick card and a cross card for each child.
- Ear defenders and a quiet spot.
- Optional: the tactile character cards and tactile story cards for blind or low-vision children; a felt apple, bread and cheese for the pair game.

Steps

✎ Opening (3 min)

Greeting chant and the morning routine. Tell "Bear's Picnic" once with the story cards; children do the actions.

✎ Main activity 1: who? (7 min)

Teach **[Who?]** with its gesture (palms up, shoulders up, looking left and right). Put the four large character cards in a row on the board.

Hold up a story card, ask a **[Who?]** question, and let children point to the right character card on the board (or name it, or do its action). Then say the answer sentence with the "has" action.

Questions, with answers:

1. Card 1: **[Who has a basket?]** (Bear)
2. Card 2: **[Who has an apple?]** (Duck)
3. Card 3: **[Who has bread?]** (Hen)
4. Card 4: **[Who has cheese?]** (Mouse)
5. Card 5: **[Who is happy in the rain?]** (Duck)
6. Card 6: **[Who has an umbrella?]** (Bear)

Then ask the same questions **without** holding up the story card, in a new order. Children point to the character on the board.

✎ Main activity 2: the "Who has it?" game (8 min)

Pairs lay their four small character cards face up in a row. Child A takes the apple card. Child B closes their eyes (or turns around). Child A hides the apple card under one character card.

Child B asks **[Who has the apple?]** (or holds up a picture of an apple, or shows the "who" gesture), then guesses by pointing to a character: **[Duck?]** Child A answers **[yes]** or **[no]** (or with the tick or cross card). Child B keeps guessing until the answer is yes, then says (or shows) **[Duck has the apple!]** Then swap roles and use the bread, then the cheese.

Model one round with a child first. Walk round and listen.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "What does **[Who?]** ask about: a thing, a place, or a person or animal?" (A person or animal: which character.)
- "In the game, how did you find out who had the apple?" (By asking and guessing, and listening for yes or no.)

✓ Closing check (with answers) (4 min)

Pairs lay their four small character cards face up. Ask with no gesture and without showing any story card. Each child points to, holds up or touches a character card:

- **[Who has bread?]**
- **[Who is happy in the rain?]**
- **[Who has an umbrella?]**

Answers: Hen; Duck; Bear.

Vocabulary

[Who?], **[Who has the ___?]**, the four character names, **[yes]**, **[no]**; review the food words.

Differentiation

- **Support:** in the game, the guesser only points to a card and looks at their partner; the partner nods or shakes their head. In the closing check, a child may look at the large story cards on the board.
- **Stretch:** in the game, the hider uses two foods at once (under two different characters) and the guesser asks about both.

⚠ Safety

- Nothing to note beyond the usual classroom rules.

Teacher notes

- **[Who?]** questions are harder than yes/no questions, because the child must find the answer rather than check it. Pointing to a character card keeps the answer easy to give.
- The game is a small information gap: only the hider knows where the food is, so the guesser really needs to ask.
- Blind children in the game: the hider tells them when the food is hidden; they feel along the tactile character cards and lift one to check after each guess.

Lesson 4: Telling it back

Unit overview - Previous: Lesson 3: Who? - Next: Lesson 5: Our picnic show

Goal: Children spot mistakes when the teacher retells the story, put the story cards in order, and retell the story in pairs with a word, sign or action for each card.

Length: about 25 minutes.

Materials

- The word card, with the story.
- The six large story cards, and sticky putty or a ledge to stand them on the board.
- The four large character cards.
- One small story card set (six cards, numbered 1 to 6 on the back) per pair.
- A tick card and a cross card for each child.
- Ear defenders and a quiet spot.
- Optional: the tactile story cards for blind or low-vision children.

Steps

✎ Opening (3 min)

Greeting chant and the morning routine. Quick **[Who?]** round: hold up a story card and ask one **[Who?]** question from lesson 3.

✎ Main activity 1: silly teacher (7 min)

Say in the school language: "I'm going to tell the story again, but I might make some mistakes. If I say something wrong, hold up your cross card. If it's right, hold up your tick card."

Hold up each story card and say one sentence (blind or low-vision children are handed the matching tactile story card). After a cross, ask children to fix it by pointing to the right character card, holding up a picture, doing an action, or saying the right word. Then say the right sentence together.

Sentences, with answers:

1. Card 1: **[It's rainy.]** (wrong: it's sunny)
2. Card 2: **[Duck has bread.]** (wrong: Duck has an apple)
3. Card 3: **[Mouse comes. Mouse has bread.]** (wrong: Hen comes, Hen has bread)
4. Card 4: **[Mouse has cheese.]** (right)
5. Card 5: **[Duck is sad.]** (wrong: Duck is happy)
6. Card 6: **[Bear has an apple!]** (wrong: Bear has an umbrella)

✎ Main activity 2: put it in order and tell it (8 min)

Each pair shuffles their six small story cards and lays them face up. Together they put them in story order. When they think they are done, they turn the cards over: the numbers on the back should go 1 to 6. If not, they swap cards and try again.

Then they take turns to retell: child A points to a card, and child B says, signs or shows one word or action for it (for example **[sunny]**, **[basket]**, **[Duck]**, **[apple]**, **[Oh no!]**, **[umbrella]**, the happy action). Then swap. A child who wants to can say a whole sentence.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How did you know which card came first?" (The sun and the basket: the picnic starts. The friends come one by one. The rain comes before the umbrella.)
- "Which card is the 'Oh no!' part of the story?" (Card 5, when it starts to rain.)

✓ Closing check (with answers) (4 min)

Stand four large story cards on the board in a shuffled row: card 5, card 1, card 4, card 2 (numbers face to the wall). Ask, in the school language, "Which card comes first in the story? Then which?" Children point or call out the position (first, second ...), and a helper moves the cards into the order the class agrees. Blind or low-vision children have tactile story cards 5, 1, 4 and 2 in the same shuffled row at their desk, and order them by touch. Then point to card 5 and say, in the school language, "Tell me or show me in our new language what happens here"; children give one word, sign or action.

Answers: card 1 (Bear with the basket in the sun), card 2 (Duck with the apple), card 4 (Mouse with the cheese), card 5 (rain). For card 5, any fitting word or action counts: **[rainy]**, **[sad]**, **[Oh no!]**, or the rain action.

Vocabulary

The story sentences; review **[yes]**, **[no]**, the character names, the food and weather words.

Differentiation

- **Support:** a pair orders only cards 1, 2, 5 and 6 first, then adds 3 and 4; or the child retells by doing an action for each card.
- **Stretch:** a child retells a card with a whole sentence, or makes their own "silly" mistake for the class to spot.

⚠ Safety

- Nothing to note beyond the usual classroom rules.

Teacher notes

- Retelling with mistakes for children to correct is one of the ways a story can be told back (see the TPR Storytelling source). Include a sentence that is right, so children must listen rather than always say "no".

Lesson 5: Our picnic show

Unit overview - Previous: Lesson 4: Telling it back

Goal: Children act "Bear's Picnic" in small groups while the teacher tells it, and each child does a short one-to-one check during the week.

Length: about 30 minutes, plus about 3 minutes per child for the check, spread over the week.

Materials

- The word card, with the story.
- **Show things:** the large character cards or puppets (Bear, Duck, Hen, Mouse), the picnic props (basket, play-food or card apple, bread and cheese, large paper umbrella) and the six large story cards.
- Paper and crayons for each child (closing activity).
- **Check things:** one set of four small character cards; story cards 1, 2, 5 and 6 from a small set; story cards 2, 3 and 5 (large or small); one tick and one cross card; the record sheet (class list with five columns).
- Ear defenders and a quiet spot.
- Optional: the tactile character cards and tactile story cards for blind or low-vision children (in the show and in the check).

Steps

✎ Opening (3 min)

Greeting chant and the morning routine. Tell "Bear's Picnic" once with the story cards; everyone does the actions.

✎ Main activity 1: getting ready (5 min)

Make groups of four. In each group, children choose a part: Bear, Duck, Hen or Mouse. A child who does not want to act can be the **card holder** instead (holding up each story card at the right time), and a group may have two Bears or no Hen; the story still works.

Groups practise once in their places, quietly, while you tell the story: each character holds up their card or puppet when named, does the "has" action with their prop, and does happy or sad at the right time.

✎ Main activity 2: the show (12 min)

Each group comes to the front in turn. Tell the story slowly; the group acts it with the props, and the rest of the class does the weather and feeling actions from their seats. Children who want to can say their own line (**[Thank you, Duck!]**, **[Oh no!]**). At the end, the class does the "The end" action and claps or waves hands (silent applause).

Groups who prefer can act from their seats, or show only their cards.

Closing (10 min)

Children draw their favourite card from the story on their paper. While they draw, start the one-to-one check (below) with the first few children, in a quiet corner.

One-to-one check (about 3 minutes each child)

Do this away from the class, during this lesson and on other days this week. Use no gesture, no pointing and no character action when asking, unless a child's access plan says otherwise. Record each part as **yes**, **with help** or **not yet**.

1. **Names.** Lay the four small character cards in a shuffled row. Say each name in a new order: **[hen]**, **[bear]**, **[mouse]**, **[duck]**. The child points to, touches or picks up the card. Answer: the matching card each time.
2. **Yes or no.** Show one story card at a time and ask. The child answers with the tick or cross card, a nod or headshake, or **[yes]** / **[no]**.
    - Card 2: **[Does Duck have an apple?]** Answer: yes.
    - Card 3: **[Does Hen have cheese?]** Answer: no (Hen has bread).
    - Card 5: **[Is it sunny?]** Answer: no (it's rainy).
3. **Who?** Leave the four character cards in a row; show no story card. Ask:
    - **[Who has the cheese?]** Answer: Mouse.
    - **[Who is happy in the rain?]** Answer: Duck.
    - **[Who has the basket?]** Answer: Bear.
4. **Order.** Shuffle story cards 1, 2, 5 and 6 and lay them face up. Say, in the school language, "Put them in story order." Answer: 1 (Bear, basket, sun), 2 (Duck, apple), 5 (rain), 6 (umbrella).
5. **Retell.** With the four cards in order (put them in order for the child if part 4 was not yet), point to each card and say, in the school language, "Tell me or show me in our new language." The child gives one word, sign or action for each card. Answer: anything that fits, for example card 1 **[sunny]** or **[basket]** or **[Bear]**; card 2 **[Duck]** or **[apple]**; card 5 **[rainy]**, **[sad]**, **[Oh no!]** or the rain action; card 6 **[umbrella]**, **[happy]** or the happy action.

Doing it in their own way (pointing, signs, actions, the child's usual access) counts as **yes**. Blind or low-vision children use the tactile character and story cards for every part; in part 4 they order the tactile cards by touch.

Vocabulary

All the story words and sentences; **[Who?]**; yes/no questions; **[The end]**.

Differentiation

- **Support:** in the show, a child only holds up their character card when named. In the check, part 4 can use only cards 1 and 6 first ("which comes first?") and then the other two.
- **Stretch:** in the show, a child says a whole line; in the check, the child retells with a sentence for each card.

⚠ Safety

- Play food is too big to fit in a mouth and is never tasted.
- Keep a clear space at the front for each group; props are passed, not thrown.

Teacher notes

- The check uses only the questions and phrases practised in lessons 2 to 4.
- "Not yet" is normal. The story can be told again later in the year, and new stories can use the same kinds of questions.
- Drawings are for enjoyment; they are not marked.