Second language

All written material for this subject: K-12 progression outline, then units by grade

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Source: https://k12-curriculum-drafts-328176.gitlab.io/ (commit 09103e72, built 2026-11-16)

Kindergarten Second Language: Hello, My Name Is, and Classroom Words (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 on 6 November 2026. No human teacher has reviewed this unit. CC0 1.0 (public domain). Text-checked by one other agent (GPT-6.1 Terra), with two follow-up diff checks; see Known gaps.

Part of the kindergarten year plan (second language, term 1). It is the first second-language unit in this project.

Which language?

This unit works with any language the school teaches. The teacher chooses the language. Before lesson 1, fill in the **word card** below. In the lessons, words in square brackets, like **[hello]**, mean "say this in the language you are teaching".

English meaning	Your language	Gesture to go with it
hello		wave
goodbye		wave both hands
What is your name?		open hand towards the child
My name is ___		hand on chest
yes / no		nod / shake head
thank you		hand on heart
stand up / sit down		palms up / palms down
look / listen		point to eyes / cup ear
clap / stop		clap / hand up flat
book, chair, table, door, window, pencil		point to the real object

If your language uses **one word for both hello and goodbye**, write it in both rows and see the teacher notes in lesson 1.

If the language has more than one way to say "hello" or "you" (for example, a polite form for adults), pick the one children would use with each other and keep to it for this unit.

Big idea

Young children learn a new language by **meeting it a lot, in real moments** (hearing it, or seeing it in a sign language). Many show they understand, by pointing or doing an action, before they say much in the new language, though children differ and some talk straight away. In this unit children greet each other, learn each other's names, follow classroom commands and point to classroom objects, all in the new language. Speaking is always invited and never forced: a wave, a nod or a pointing finger counts as an answer.

Outcomes

By the end of the unit, most children can:

1. Answer a greeting and a goodbye in the new language, by saying the word back, waving or signing.
2. Answer **[What is your name?]** by saying **[My name is]** ___, or by pointing to their name card.
3. Follow at least four classroom commands spoken in the new language: **[stand up]**, **[sit down]**, **[look]**, **[listen]**, **[clap]**, **[stop]**.
4. Point to at least four of six classroom objects when the teacher names them in the new language.
5. Join in the class greeting chant, by saying it, clapping it or doing the actions.

Prior knowledge

- None. Children do not need to read, write or know any of the new language.
- Some children may already speak the language at home. They are welcome to be "word helpers", but only if they want to.
- Some children may be learning the school language at the same time. See Access and inclusion.

Lessons

Short, frequent sessions suit this age. The greeting chant from lesson 1 is also used for about 1 minute at the start of every school day for the rest of the term.

Lesson	Title	Time	Core idea
1	Hello, hello!	20 min	Greetings and goodbyes, with gestures and a chant
2	What is your name?	20 min	Asking and answering names; saying everyone's name carefully
3	Stand up, sit down	20 min	Following classroom commands with the whole body
4	Touch the chair!	20 min	Six classroom objects, pointed to and touched
5	Hello show	25 min	Putting it together; showing what we know

Materials

- The filled-in word card (above), kept where the teacher can see it.
- A soft ball or beanbag to pass around a circle.
- Name cards: each child's name, with a photo or symbol they choose.
- Six picture cards: book, chair, table, door, window, pencil (drawn by the teacher or class is fine).
- A hand puppet (optional) that "only speaks" the new language. **No puppet?** Wherever a lesson says "the puppet", the teacher (or a willing child, once they know the words) says its lines; in lesson 5 the teacher can put on a hat and be the visitor.
- Optional: a short recording of a fluent speaker saying the word-card words, if the teacher is still learning the language.

Access and inclusion

- **Speaking is optional.** Any clear answer counts: words, signs, gestures, nods, pointing or picture cards. Never make a child speak in front of the class.
- **Movement is opt-in in form:** a child can do "stand up" by raising both arms while seated, or by pointing to the right picture card.
- **Deaf or hard-of-hearing children:** while teaching, pair words with the gestures on the word card and stand where your face can be seen. Lesson 3's closing check and lesson 5's part 3 drop the gestures to see whether children understand the word alone; for a child who usually receives language through gesture, lip-reading or signing, keep their usual access during the check and record the result as normal.
- **If the language being taught is a sign language:** the target signs are the words, so keep them in every activity and every check. Only the extra supportive cues (miming the action, pointing at the object) are faded in lesson 3 and dropped in the checks. The word-card "Gesture" column then means supportive cues, not the signs themselves.
- **Children new to the school language:** they are learning two languages at once. Keep the gestures the same every time, and accept answers in any language. Learning a third language is still second-language learning in the usual sense.
- **Home languages:** invite (never require) children to share how they say "hello" at home. Treat every language as interesting, not as a mistake.
- **Noise:** have a quiet corner and allow ear defenders during the chant and games.
- **Names:** ask each family how to say the child's name, and say it that way in every language.

Assessment

Lesson 5 includes a five-part check, done with each child one-to-one or in pairs (about 3 minutes each; spread over the week if needed). Record each part as **yes**, **with help** or **not yet**:

1. Answers **[hello]** (says it, waves or signs).
2. Answers **[What is your name?]** (says **[My name is]** ___ or points to their name card).
3. Follows three of four commands: **[stand up]**, **[clap]**, **[sit down]**, **[look]**.
4. Points to four of six objects when named.
5. Answers **[goodbye]**.

"Not yet" is normal for some children after two weeks. These words come back every day this term and in term 2.

Sources

- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . This describes the method in which the teacher gives commands in the new language and learners respond with whole-body actions; it says the method is popular with beginners and young learners, puts listening before speaking, and aims for low stress. Lesson 3 uses this idea. The article also reports Asher's hypotheses, including one about brain hemispheres; this unit does not rely on that hypothesis.
- Wikipedia, "Silent period": https://en.wikipedia.org/wiki/Silent_period . This describes a reported phase in which a learner does not yet speak the new language, and says the idea is disputed. It lists teaching ideas such as letting children mime and draw what they want to say. This unit does not assume every child has a silent period; it simply never forces speaking.

- Wikipedia, "Second-language acquisition": https://en.wikipedia.org/wiki/Second-language_acquisition . Used for the definition: a "second language" is any language learned after the first, including a third or fourth.
- No second-language standard or curriculum document was read for this unit.

Known gaps

- **No pronunciation help.** Because the unit works for any language, it cannot say how words sound. Teachers who are still learning the language should use a fluent speaker's recording.
- **The word list may not fit every language.** Some languages have polite and familiar forms, gendered words or different greetings for different times of day. The teacher has to choose.
- **The chant rhythm** in lesson 1 was written for short greeting words. Longer words may need a slower chant.
- **No standard read**, and the choice and order of words is my own.
- **Two weeks is short.** Most children will not remember all the words without daily reuse; the year plan relies on the daily greeting and on term 2.
- Peer check: GPT-6.1 Terra did a bounded text check on 6 November 2026 (recorded in PEERCHECKS.md); fixes are in 074fab5. GPT-6.1 Terra then checked the 1271e0d to 074fab5 diff (follow-up diff check only); its two remaining points (lesson 5 access versus "with help", and "hearing" in the big idea) are fixed in 362e040, and GPT-6.1 Terra checked the 074fab5 to 362e040 diff (second follow-up diff check only, not a new full-unit or accessibility review). That is an agent check, not review by a language specialist or human educator.

Lesson 1: Hello, hello! (20 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets, like **[hello]**, mean "say this in the language you are teaching" (see the word card in the unit README).

Goal

Children hear and answer **[hello]** and **[goodbye]**, with gestures, and learn the class greeting chant.

Materials

- The filled-in word card.
- A hand puppet (optional) that only speaks the new language. Without one, the teacher says its lines and "comes in" and "leaves" through the door.

Steps

✎ Opening (3 min)

1. Tell the children, in their usual classroom language: "Today a visitor is coming who speaks a different language. Let's watch and listen."
2. Bring in the puppet. It waves and says **[hello]** to the class, then to a few children one by one.
3. Wave back. Don't ask children to speak yet.

✎ Main activity: greet and chant (10 min)

1. **Wave game (4 min).** Say **[hello]** with a wave; children wave back. Say **[goodbye]** with a two-handed wave; children do the two-handed wave. Mix them up. Then say the words without waving, and see if children still choose the right wave.
2. **The greeting chant (6 min).** This chant is original and CC0. Clap on each "clap":

   [hello], clap clap,
   [hello], clap clap,
   [hello], **[hello]**, **[hello]**! (wave)

Say it three or four times. Children can clap, wave or join in with the word; all of these count. Then do the goodbye version, the same shape with **[goodbye]** and a two-handed wave at the end.

Talk about it (5 min)

Use the children's usual classroom language.

- "What did the puppet say when it came in?" (Answer: **[hello]**; accept a wave or the word in any language.)

- "What did it say when it was leaving?" (Answer: **[goodbye]**.)
- "Does anyone say hello in another way at home?" Invite, never require. Thank each child who shares, and try saying their word.

✓ Closing check (2 min)

The puppet says one word, and children show the matching wave:

Puppet says	Children show
[hello]	one-hand wave
[goodbye]	two-hand wave
[hello]	one-hand wave

Watch who chooses the right wave without copying a neighbour. Then the puppet says **[goodbye]** and leaves.

Vocabulary

[hello], **[goodbye]**. (English words for talk time: language, greeting.)

Differentiation

- **Needs more support:** stand next to a confident child; keep the gesture with every word.
- **Ready for more:** a child can be the puppet and say **[hello]** or **[goodbye]** for the class to answer.

⚠ Safety

Keep arm-waving space between children, especially during the two-hand wave.

Teacher notes

- **One word for hello and goodbye?** In some languages the same greeting is used for arriving and leaving, so children can't choose the wave from the word alone. Then use context instead: in the wave game and the closing check, the puppet (or teacher) says the word while coming in or going out of the door, and children show the one-hand wave for arriving and the two-hand wave for leaving. If your language has a separate everyday goodbye, use that instead.
- From now on, use the chant for about a minute at the start of each day this term.
- A child who only watches is still taking part. Do not count silence as failure.

Lesson 2: What is your name? (20 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets mean "say this in the language you are teaching".

Goal

Children hear **[What is your name?]**, answer **[My name is]** ___ (or point to their name card), and greet each other by name.

Materials

- A soft ball or beanbag.
- Each child's name card, with their photo or chosen symbol.
- The puppet (optional; without one, the teacher says its lines).

Steps

✎ Opening (3 min)

Do the greeting chant from lesson 1. In the last line, the puppet waves to the whole class.

✎ Main activity: the name circle (10 min)

1. Sit in a circle. Put on the puppet. It puts a hand on its chest and says **[My name is]** (puppet's name).
2. The puppet rolls the ball to a child and asks **[What is your name?]** with an open-hand gesture.
3. The child answers in any way they like: **[My name is]** Sam, just "Sam", or holding up their name card. All of these count.
4. The whole class answers together: **[hello]**, Sam! (with a wave).
5. The child rolls the ball back. Continue around the circle. If a child doesn't want a turn, the puppet says **[hello]** to them and moves on.

With a big class, do half the circle today and half tomorrow at the start of the day.

Talk about it (5 min)

Use the children's usual classroom language.

- "When we spoke the new language, did your name change?" (Answer: no. It is still your name. Some languages add an ending or change a sound in some sentences, but the name still belongs to you.)
- "How did the puppet ask your name?" (Answer: **[What is your name?]**; accept the gesture or the word in any language.)
- "What did we all say back?" (Answer: **[hello]** and the child's name.)

✓ Closing check (2 min)

The puppet asks three children, chosen by who wants a turn, **[What is your name?]**. Note who answers with the phrase, with just their name, or with their card. All three are good answers.

Vocabulary

[What is your name?], **[My name is]** ___.

Differentiation

- **Needs more support:** the child can hold the puppet and answer with their name card.
- **Ready for more:** a child asks the next child **[What is your name?]**.

⚠ Safety

Roll, don't throw, the ball.

Teacher notes

- Say every child's name the way their family says it, in every language.
- Some languages change names in some sentences (for example with endings). If yours does, use the simplest correct form and keep to it.

Lesson 3: Stand up, sit down (20 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets mean "say this in the language you are teaching".

Goal

Children follow six classroom commands spoken in the new language by doing the action: **[stand up]**, **[sit down]**, **[look]**, **[listen]**, **[clap]**, **[stop]**.

Materials

- The word card (with gestures).
- The puppet (optional; without one, the teacher says its lines).
- Clear floor space.

Steps

✎ Opening (3 min)

Do the greeting chant. Then say **[stand up]** with the palms-up gesture and stand up yourself. Say **[sit down]** with the palms-down gesture and sit. Children copy.

✎ Main activity: listen and move (10 min)

This is the "total physical response" idea: the teacher says a command and children answer with their bodies, not with words.

1. **Two at a time (4 min).** Practise **[stand up]** and **[sit down]**, then add **[clap]** and **[stop]**, then **[look]** (point to your eyes and look at the puppet) and **[listen]** (cup your ear). Always say the word and show the gesture.
2. **Fading the gesture (3 min).** Say the words with smaller and smaller gestures, then with no gesture at all. Go slowly.
3. **Puppet says (3 min).** The puppet gives the commands. Nobody is "out". If someone does the wrong action, the puppet laughs kindly and says the word again with the gesture.

Talk about it (5 min)

Use the children's usual classroom language.

- "How did you know what to do when I stopped showing you?" (Answers vary: "I remembered the sound", "I watched my friend". Both are fine; say that listening and remembering is how we learn a language.)
- "Which word was easiest? Which was tricky?"

✓ Closing check (2 min)

Say four commands with **no gesture**. Watch who does the right action without copying.

Teacher says	Correct action
[stand up]	stands up (or raises both arms if seated)
[clap]	claps
[stop]	stops clapping and is still
[sit down]	sits down (or lowers arms)

Vocabulary

[stand up], **[sit down]**, **[look]**, **[listen]**, **[clap]**, **[stop]**.

Differentiation

- **Needs more support:** keep the gesture on for longer; let the child stand beside you.
- **Ready for more:** a child gives one command to the class.

⚠ Safety

Leave space around chairs when children stand and sit quickly. A child can do any command seated (raise arms for **[stand up]**).

Teacher notes

- Use these commands for real during the day (for example **[stand up]** before lining up). Real use helps the words stick.
- Children are not asked to say the commands today, only to follow them.

Lesson 4: Touch the chair! (20 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets mean "say this in the language you are teaching".

Goal

Children point to six classroom objects when they hear their names in the new language: **[book]**, **[chair]**, **[table]**, **[door]**, **[window]**, **[pencil]**.

Materials

- The real objects in the classroom.
- Six picture cards (book, chair, table, door, window, pencil).
- The puppet (optional; without one, the teacher says its lines).

Steps

✎ Opening (3 min)

Do the greeting chant, then a quick round of **[stand up]**, **[sit down]**, **[clap]**, **[stop]** from lesson 3.

✎ Main activity: find it (10 min)

1. **Meet the words (3 min).** Walk to each real object, touch it and say its word twice. Children point. Do the six in the same order twice.
2. **Point game (4 min).** Stay in the middle of the room and say an object word. Children point to the real object. Start with the ones that are easy to tell apart (**[door]**, **[window]**), then mix in the rest.
3. **Card game (3 min).** Lay the six picture cards on the floor in a circle. Say a word; one volunteer at a time walks to the matching card and touches it. Everyone else points from where they sit.

Talk about it (5 min)

Use the children's usual classroom language.

- "Which word sounds a bit like the word we usually use?" (Answers depend on the language; sometimes none do, and that's fine.)
- "Where else could we find a **[chair]**?" (At home, in the hall, anywhere with chairs. A word works for every chair, not just this one.)

✓ Closing check (2 min)

Say three words, one at a time. Children point.

Teacher says	Children point to
[door]	the door
[book]	a book
[window]	a window

Vocabulary

[book], **[chair]**, **[table]**, **[door]**, **[window]**, **[pencil]**.

Differentiation

- **Needs more support:** use only three objects today; hold up the picture card with the word.
- **Ready for more:** a child names an object for the class to point to.

⚠ Safety

Volunteers walk, not run, to the cards. Keep the card circle clear of chair legs.

Teacher notes

- If your language uses a word that changes with the object (for example a gender or a counting word), say the word on its own for now.
- Optionally stick a small picture label in the new language on each object for the rest of the term.

Lesson 5: Hello show (25 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets mean "say this in the language you are teaching".

Goal

Children use everything from the unit in a short "hello show", and the teacher checks each child's understanding.

Materials

- Puppet, ball, name cards, picture cards, word card.
- A record sheet with each child's name and five columns (see the unit README).

Steps

✎ Opening (3 min)

Do the greeting chant twice: once whispered, once in a big voice. (Children who prefer quiet can whisper both times.)

✎ Main activity: practice round (10 min)

Run a quick round of each game, about 3 minutes each with a minute to switch:

1. Name circle (lesson 2), for children who did not get a turn before.
2. Puppet says (lesson 3).
3. Point game (lesson 4).

Hello show (5 min)

A "visitor" puppet arrives (the same puppet with a hat on is fine; with no puppet, the teacher puts on a hat and plays the visitor). The class:

1. greets it with the chant,
2. tells it their names in the name circle (only those who want to),
3. shows it **[stand up]**, **[clap]**, **[stop]**, **[sit down]**,
4. waves **[goodbye]** as it leaves.

✓ Closing check (7 min, then continue over the week)

Start the one-to-one or pair check (about 3 minutes per child; finish over the following days during choosing time). Record each part as **yes**, **with help** or **not yet**:

Part	Teacher does	A "yes" looks like
1	Says **[hello]**	Says **[hello]**, waves or signs

Part	Teacher does	A "yes" looks like
2	Asks **[What is your name?]**	Says **[My name is]** ___, says their name, or points to their name card
3	Says **[stand up]**, **[clap]**, **[sit down]**, **[look]** (no gestures)	Does three of the four correctly
4	Names the six objects one at a time	Points to four of the six
5	Says **[goodbye]**	Says **[goodbye]**, waves or signs

Vocabulary

All the words from lessons 1–4.

Differentiation

- **Needs more support:** do the check with a gesture for part 3 and record "with help". This is for children who need the gesture as a hint, not for children whose usual access is gesture, lip-reading or signing: keep their usual access and record the result as normal (see the README). If a cue you use itself shows the answer, write down which cue was used next to the result, so the record is honest about what was checked.
- **Ready for more:** the child asks you **[What is your name?]**.

⚠ Safety

As in lessons 3 and 4: space to move, walking not running.

Teacher notes

- "Not yet" after two weeks is normal. Keep using the daily chant and the commands; term 2 adds numbers, colours and animals.
- Do not count silence as "not yet" if the child answers by pointing or gesture. Part 2 can be answered with the name card.

Kindergarten Second Language: Numbers to Ten, Colours and Animals Through Games (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 on 6 November 2026. No human teacher has reviewed this unit. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Part of the kindergarten year plan (second language, term 2). It follows Hello, My Name Is, and Classroom Words (term 1) 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 **[three]**, mean "say this in the language you are teaching". Keep using the term 1 words (greetings, **[stand up]**, **[sit down]**, **[clap]**, **[stop]** and so on) every day.

English meaning	Your language	Gesture or picture to go with it
one, two, three, four, five		fingers, shown the way your community counts on fingers
six, seven, eight, nine, ten		fingers on two hands
How many?		palms up, eyebrows raised
Show me ___		point to your eyes, then hold out a hand
touch		touch the thing with one finger
red, blue, yellow, green, black, white		point to a colour card
cat, dog, bird, fish, frog, duck		picture card, plus the action below

Animal actions (the same in every language): **cat** licks a paw; **dog** wags a tail; **bird** flaps arms; **fish** makes a swimming hand; **frog** crouches and hops (or bounces hands on knees); **duck** waddles (or makes a beak with one hand).

Numbers on fingers: communities count on fingers in different ways (for example, starting from the thumb or from the little finger). Use the way your children already know, and accept any clear way.

Grammar warning: in many languages, putting words together changes them (for example, "three cats" may change the word for "cat", and colour words may change with the noun or come after it). This unit keeps numbers, colours and animals **mostly separate** so the teacher does not have to teach grammar. Where a lesson joins two words, the teacher says the phrase the way the language really says it.

Big idea

Children learn new words best when they **hear them (or see them, in a sign language) many times in a game where they already know what is happening**: counting things they can see, touching colours, moving like animals. They can show understanding with their hands and bodies long before they say the words, and saying the words is always invited, never forced.

Outcomes

By the end of the unit, most children can:

1. Join in counting from **[one]** to **[ten]**, by saying it, showing fingers or clapping.
2. Show the right number of fingers (or point to the right dot card) when the teacher says a number from **[one]** to **[ten]**.
3. Point to or touch at least four of six colours when the teacher names them.
4. Point to at least four of six animal pictures when named, or do the animal's action.
5. Take part in a whole-class game in the new language, with no one "out".

Prior knowledge

- The term 1 unit: greetings, names and six classroom commands. Children who missed it can still take part; the games show what to do.
- Counting to 10 in the school language helps (kindergarten mathematics, term 1), but is not needed: the dot cards show the amounts.
- Some children may speak the language at home. They may be "word helpers" if they want to.

Lessons

Short, frequent sessions suit this age. Keep the 1-minute greeting chant at the start of each day, and add a 1-minute counting chant from lesson 1 onwards.

Lesson	Title	Time	Core idea
1	Count with me	20 min	Numbers one to ten with fingers, a chant and claps
2	How many?	20 min	Counting real things; showing a number when it is named
3	Touch something red	20 min	Six colour words through a touching game
4	Be a frog!	20 min	Six animal words through pictures and actions
5	Game day	25 min	Mixed games; one-to-one check

Materials

- The filled-in word card (above), kept where the teacher can see it.
- Ten **dot cards** showing 1 to 10 dots (large dots: arranged like dice for 1 to 6; for 7 to 10, a full row of five with the rest in a row underneath).
- Counting objects: one class set of 10 matching objects (large blocks or toy animals, too big to swallow), and a basket.
- Six **colour cards**: a large patch of each colour, red, blue, yellow, green, black, white. Make the colours strong and clearly different.
- Six **animal picture cards**: cat, dog, bird, fish, frog, duck (drawn by the teacher or class is fine).

- A soft ball or beanbag (lesson 2). The term 1 puppet (optional; a soft toy or a silly voice works too).
- Optional: a fluent speaker's recording of the word-card words.

Access and inclusion

- **Speaking is optional.** Fingers, dot cards, pointing, signs and actions all count as answers. Never make a child speak in front of the class.
- **Movement is opt-in in form:** every animal action has a seated version, and "touch something red" can be done by pointing.
- **Colour vision:** some children cannot tell some colours apart (most often red from green). In lesson 3 and the check, if a child mixes up only those colours, do not record it as a language gap; note it privately and tell the class teacher. Never make a game of it.
- **Deaf or hard-of-hearing children:** keep your face visible and pair each word with its gesture or card while teaching; in checks, keep the child's usual access (as in term 1).
- **If the language is a sign language:** the signs are the words, so keep them in every activity and check. Number signs may not match finger counting; teach the language's own number signs. In checks, if a sign looks like its answer (a number sign shaped like a finger count, or an animal sign that copies the animal's action), ask the child to point to the dot card or picture card instead, so the word itself does not show the answer.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.
- **No "out" games.** Every game in this unit keeps everyone playing.
- **Noise:** quiet corner and ear defenders allowed, especially in lesson 4 and lesson 5.

Assessment

Lesson 5 includes a five-part check, done one-to-one or in pairs (about 3 minutes each child; spread over the week if needed). Record each part as **yes**, **with help** or **not yet**:

1. Counts along from **[one]** to **[ten]** with the teacher (says it, shows fingers or claps each number).
2. Shows the right number for three of four numbers said with no gesture: **[two]**, **[five]**, **[seven]**, **[ten]** (fingers, or pointing to the dot card).
3. Touches or points to four of six colour cards when named.
4. Points to four of six animal cards when named, or does the action.
5. Answers **[hello]** and **[goodbye]** (review from term 1).

Doing it in their own way (pointing instead of speaking, seated actions, the child's usual access) counts as **yes**. "Not yet" is normal for some children after two weeks; these words come back in daily routines and in term 3.

Sources

- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . The teacher gives commands in the new language and learners answer with actions; described as popular with beginners and young learners, with listening before speaking and low stress. Lessons 3 and 4 use this idea.
- Wikipedia, "Input hypothesis": https://en.wikipedia.org/wiki/Input_hypothesis . Describes Krashen's hypotheses, including that learners progress by understanding input slightly beyond their level, and the "affective filter" idea that fear or embarrassment gets in the

way. The article also reports criticism that the hypotheses are hard to test. This unit uses only the practical ideas (lots of understandable input in games, low stress, speaking not forced), not the stronger claims.
- Wikipedia, "Second-language acquisition": https://en.wikipedia.org/wiki/Second-language_acquisition . Background, as in term 1.
- No second-language standard or curriculum document was read for this unit.

Known gaps

- **No pronunciation help**, as in term 1. Use a fluent speaker's recording if needed.
- **Word choices are mine.** Six colours and six animals were chosen to be common and easy to show; the teacher may swap in local animals.
- **Animal sounds differ between languages** (a dog does not say "woof" everywhere), so this unit uses actions, not sounds. A teacher may add the language's own animal sounds.
- **Finger counting differs between communities**, and number signs in sign languages differ again.
- **No standard read.**
- Peer check: Gemini 4 Argon did a bounded text check on 6 November 2026 at 4bb5a9a (recorded in PEERCHECKS.md); fixes are in 29234ff, which Argon also diff-checked the same day.

Lesson 1: Count with me (20 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children hear (or see, in a sign language) and join in the numbers **[one]** to **[ten]**, with fingers and claps, and start a counting chant used every day this term.

Materials

- The word card. The puppet (optional).
- Dot cards 1 to 10.

Steps

✎ Opening (3 min)

Do the term 1 greeting chant. Then hold up one finger and say **[one]**. Hold up two and say **[two]**. Stop at **[five]**. Children copy the fingers; saying the words is optional.

✎ Main activity: fingers, claps and a chant (12 min)

1. **One to five (3 min).** Count up on fingers, slowly, three times. Then count up and clap once on each number.
2. **Six to ten (3 min).** Keep five fingers up on one hand and add fingers on the other hand: **[six]**, **[seven]**, **[eight]**, **[nine]**, **[ten]**. Count all the way from **[one]** to **[ten]** twice.
3. **The counting chant (3 min).** Count one to ten, then whisper it, then count it with big claps, then with tiny taps on knees. Same words, different ways. This is the daily chant from now on.
4. **Puppet's mistake (3 min).** The puppet counts and skips a number (**[one]**, **[two]**, **[four]**...). Children show "stop" (hand up flat, from term 1). The teacher counts it right together. Nobody is wrong; the puppet is silly. (No puppet? Use a soft toy, or the teacher puts on a silly voice and "makes the mistake".)

Talk about it (3 min)

Use the children's usual classroom language.

- "How did you know the puppet made a mistake?" (Answers vary: "it missed one", "it went too fast", "I counted on my fingers". All fine.)
- "Do you know how to count in another language?" (Invite, never require. Treat every language as interesting.)

✓ Closing check (2 min)

Hold up dot cards one at a time (no word first). The class says or shows the number. Then say a number and children show fingers: **[three]** (3 fingers), **[five]** (5), **[two]** (2). Watch who shows the right number without copying.

Vocabulary

[one] to **[ten]**.

Differentiation

- **Needs more support:** stay with one to five; let the child hold the dot card while the class counts.
- **Ready for more:** a child leads the chant; or counts backwards from **[five]**.

⚠ Safety

Clapping can be loud for some children; tiny taps on knees are always allowed.

Teacher notes

- Use the finger-counting way your children already know. If children show numbers differently from each other, all clear ways count.
- If the language is a sign language, teach its number signs instead of finger counting.

Lesson 2: How many? (20 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children connect the number words to real amounts: they count things with the teacher, and show a number when it is named.

Materials

- The word card; dot cards 1 to 10.
- One class set of 10 matching counting objects (large blocks or toy animals, too big to swallow) and a basket.
- A soft ball or beanbag.

Steps

✎ Opening (3 min)

Greeting chant, then the counting chant from lesson 1.

✎ Main activity: count it, show it (12 min)

1. **[How many?] (4 min).** Put some blocks in a line where everyone can see. Say **[How many?]** with the gesture. Touch each block and count aloud together. Say the last number again (for four blocks: "**[four]**!"). Do this with 4, 6, 8 and 10 blocks.
2. **[Show me] fingers (4 min).** Say **[Show me] [two]**. Children show two fingers. Use 1 to 5 first, then 6 to 10. Say each number with the dot card the first time, then with no card.
3. **Pass the ball (4 min).** Children sit in a circle. The teacher says a number and rolls the ball to a child. That child shows the number on fingers (or points to the dot card), then rolls the ball back. Every child gets a turn; a child can say "pass" and the teacher shows the number with them.

Talk about it (3 min)

Use the children's usual classroom language.

- "When we counted the blocks, which number told us how many?" (The last one we said.)
- "Was it easier with the dot card or without?" (Answers vary.)

✓ Closing check (2 min)

Put 5 blocks in a line and ask **[How many?]**. Count together. (Answer: **[five]**.) Then, with no gesture or card, say **[seven]**, then **[four]**. Watch who shows 7 fingers and 4 fingers without copying.

Vocabulary

[How many?], **[Show me]**, and **[one]** to **[ten]**.

Differentiation

- **Needs more support:** use only 1 to 5; the child points to the dot card instead of showing fingers.
- **Ready for more:** a child asks **[How many?]** and the class counts.

⚠ Safety

Use a soft ball and roll it, not throw it.

Teacher notes

- This is not a counting lesson in mathematics; children already count in the school language. Here the amounts are a way to make the new words mean something.
- In some languages, **[How many?]** changes with the thing being counted. Use the form for the objects you are counting, as a fluent speaker would.

Lesson 3: Touch something red (20 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children learn six colour words by touching and pointing: **[red]**, **[blue]**, **[yellow]**, **[green]**, **[black]**, **[white]**.

Materials

- The word card; the six colour cards.
- A classroom with things of these colours in easy reach (check before the lesson that every colour can be found at child height).

Steps

✎ Opening (3 min)

Greeting chant and counting chant. Then hold up the **[red]** card and say **[red]**. Do the same with **[blue]** and **[yellow]**.

✎ Main activity: colour cards and a touching game (12 min)

1. **Three, then six (3 min).** Lay the red, blue and yellow cards on the floor. Say a colour; children point to the card. Add green, black and white, one at a time.
2. **[Touch] something [red] (6 min).** This uses the "total physical response" idea from term 1. Say **[touch]** with the gesture, then a colour. Children walk to something of that colour and touch it with one finger, then come back. Model it first yourself. Use each colour at least once. Children who prefer to stay seated point to something instead.
3. **Colour cards in the circle (3 min).** Hand out the six cards to six children. Say a colour; the child holding it stands up and waves it (or holds it high while seated). Pass the cards on and play again.

Talk about it (3 min)

Use the children's usual classroom language.

- "What colour was easiest to find in our room? Which was hard?" (Answers vary.)
- "Are some things more than one colour?" (Yes. Any colour on the thing counts in the game.)

✓ Closing check (2 min)

Lay out all six colour cards. Say **[green]**, **[white]**, **[blue]**, with no pointing. Watch who points to the right card without copying. (Answers: the green card, the white card, the blue card.)

Vocabulary

[touch], **[red]**, **[blue]**, **[yellow]**, **[green]**, **[black]**, **[white]**.

Differentiation

- **Needs more support:** use three colours only; stand the child next to the cards.
- **Ready for more:** a child calls the colour for the touching game.

⚠ Safety

In the touching game, children walk, not run. Agree beforehand what is not to be touched (people, the door, plugs and anything hot or breakable). Children touch things, not each other's clothes, unless both children want to.

Teacher notes

- **Colour vision:** if a child mixes up only red and green (or other close pairs), do not correct it as a language mistake; note it privately and tell the class teacher.
- Colour words do not always match between languages (some languages use one word for green and blue, or have two words for different blues). If yours does, use the language's own words and adjust the cards.

Lesson 4: Be a frog! (20 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children learn six animal words by matching each one to a picture and an action: **[cat]**, **[dog]**, **[bird]**, **[fish]**, **[frog]**, **[duck]**.

Materials

- The word card; the six animal picture cards.
- Clear floor space.

Steps

✎ Opening (3 min)

Greeting chant and counting chant. Then show the **[cat]** card, say **[cat]**, and lick a paw. Children copy the action.

✎ Main activity: pictures and actions (12 min)

1. **Meet the animals (4 min).** Show each card in turn, say the word and do the action (see the word card). Children copy. Go through all six twice.
2. **Be a ___! (5 min).** Say an animal word with no card. Children do the action. Start slowly with the card, then with no card. Seated versions are always fine: flap arms for **[bird]**, bounce hands on knees for **[frog]**, a beak hand for **[duck]**.
3. **Which card? (3 min).** Lay the six cards in a row. A child does an animal action; the class points to the matching card, and the teacher says the word. Volunteers only.

Talk about it (3 min)

Use the children's usual classroom language.

- "Which animal was the most fun to be? Why?" (Answers vary.)
- "Does a dog say the same thing in every language?" (No. People write and say animal sounds differently in different languages. Invite children to share how animals "talk" in their home languages.)

✓ Closing check (2 min)

Lay out the six cards. Say **[fish]**, **[duck]**, **[dog]**, with no action. Watch who points to the right card without copying. (Answers: fish card, duck card, dog card.)

Vocabulary

[cat], **[dog]**, **[bird]**, **[fish]**, **[frog]**, **[duck]**.

Differentiation

- **Needs more support:** use three animals; the child holds a card and raises it when they hear its word.
- **Ready for more:** a child calls the animal words; or try two in a row ("**[cat]**... **[frog]**!").

⚠ Safety

Frog hops need space: spread out, and children land on their feet (or do the seated version). No hopping on chairs. Duck waddles are slow.

Teacher notes

- Some children are afraid of some animals, even pictures. They can choose a different animal or just watch.
- Swap in local animals if they are more familiar, and update the word card.

Lesson 5: Game day (25 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children use the numbers, colours and animal words together in games, and the teacher checks each child one-to-one over the week.

Materials

- The word card; dot cards 1 to 10; the six colour cards; the six animal cards.
- The class set of 10 counting objects and a basket.
- A record sheet (child's name, five parts, yes / with help / not yet).

Steps

✎ Opening (3 min)

Greeting chant and counting chant.

✎ Main activity: three games (15 min)

1. **Animal count (5 min).** Say an animal and a number, for example "**[frog]**... **[three]**". Children do the frog action three times while everyone counts. Use numbers up to five. (Two separate words, so no grammar is needed.)
2. **Colour corners (5 min).** Put four colour cards in four places in the room. Say a colour; children walk to that card. Nobody is out; the teacher walks with anyone who is unsure. Children who prefer to stay seated point.
3. **Mystery basket (5 min).** Put some counting objects in the basket where children can't see. A volunteer takes them out one at a time while the class counts. Ask **[How many?]**: the class says or shows the last number.

Talk about it (5 min)

Use the children's usual classroom language.

- "Which game did you like best?" (Answers vary.)
- "Show me a new word you know now." (Children say, sign or act any word. All count.)

Closing (2 min)

Goodbye chant from term 1.

One-to-one check (about 3 min each child, over the week)

Do this with each child alone or in pairs, while others play. Say each word **with no gesture**. Record **yes**, **with help** or **not yet**.

Part	Teacher says	A "yes" looks like
1	Counts **[one]** to **[ten]** with the child	Child joins in: says the numbers, shows fingers or claps each one
2	**[two]**, **[five]**, **[seven]**, **[ten]**	Shows that many fingers (any clear way) or points to the matching dot card, for three of four
3	Six colours, one at a time, cards laid out	Points to or touches the right card for four of six
4	Six animals, one at a time, cards laid out	Points to the right card, or does the action, for four of six
5	**[hello]**, then later **[goodbye]**	Says it back, waves or signs

Doing it in the child's own way (pointing instead of speaking, seated actions, the child's usual access) counts as **yes**. "With help" means the teacher gave the gesture or showed the card first.

Vocabulary

All words from lessons 1 to 4.

Differentiation

- **Needs more support:** in the games, pair the child with a friend; in the check, start with the parts the child finds easiest.
- **Ready for more:** a child calls the colour in colour corners, or asks **[How many?]** in the mystery basket.

⚠ Safety

Colour corners: walking only, and corners well apart from doors and furniture edges. Animal count: frog hops in a clear space, or seated.

Teacher notes

- **Colour vision:** if a child mixes up only red and green (or similar pairs) in part 3, do not record it as "not yet" for language; note it privately and tell the class teacher.
- "Not yet" after two weeks is normal. Numbers and colours come back every day if you use them in routines (counting children at the line, naming colours of coats).

Kindergarten Second Language: Body Words, a Song and Our Class Chant Show (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 on 9 November 2026. No human teacher has reviewed this unit. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Part of the kindergarten year plan (second language, term 3: "a short song or rhyme performed for others"). It follows Hello, My Name Is, and Classroom Words (term 1) and Numbers to Ten, Colours and Animals (term 2), 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 **[nose]**, mean "say this in the language you are teaching". Keep using the term 1 and term 2 words every day.

English meaning	Your language	Gesture or picture to go with it
head, shoulders, knees, toes		touch each with both hands
eyes, ears, mouth, nose		touch each with one finger
Touch your ___		touch your own head, then point to the children
again		circle one finger in the air
loud, quiet		arms wide / finger to lips
(review) hello, goodbye, one to ten, six colours, six animals		as in terms 1 and 2

Grammar warning: in many languages, "your nose" changes the word for "nose" or adds a word, as "three cats" did in term 2. Say each phrase the way the language really says it; children only need to understand it and act. The class chant in lesson 3 is a **list of single words**, so it needs no grammar at all.

The song: many languages already have a children's version of "Head, Shoulders, Knees and Toes", often to a different tune. If yours does, and it is traditional or the school is allowed to use it, use that version. If not, use the class chant from lesson 3 for the show; it does the same job.

Big idea

Children can **perform** in a new language before they can talk in it. A song or chant made of words they know, with an action for every word, lets every child join in, and performing it for others shows how much they have learned this year.

Outcomes

By the end of the unit, most children can:

1. Touch or point to at least six of eight body parts when the teacher names them.
2. Join in a body-parts song or chant, by singing, saying, signing or doing the actions.
3. Join in the class chant (greeting, numbers, colours, animals) with its actions, in order.
4. Take part in a short performance for others, in a role they choose.

Prior knowledge

- The term 1 and term 2 units: greetings, classroom commands, numbers one to ten, six colours and six animals. Children who missed them can still take part; every word has an action.
- Kindergarten arts term 1 (singing with actions, steady beat). If the class did arts term 3, they have already performed for visitors once.

Lessons

Short, frequent sessions suit this age. Keep the 1-minute greeting chant at the start of each day, and add a 1-minute "touch your..." game from lesson 1 onwards.

Lesson	Title	Time	Core idea
1	Touch your nose!	20 min	Eight body words through a touching game
2	The body song	20 min	A body-parts song (or chant) with actions, faster and slower
3	Our class chant	20 min	Build a four-line chant from words we know
4	Getting ready for the show	20 min	Choose roles; practise loud, quiet and together
5	Show day	25 min	Perform for visitors (or another class); one-to-one check

Materials

- The filled-in word card (above), kept where the teacher can see it.
- Eight **body picture cards** (head, shoulders, knees, toes, eyes, ears, mouth, nose), and a large teddy or doll for pointing to body parts.
- The term 2 number dot cards, colour cards and animal cards.
- A hand drum or tambourine for the beat.
- A chart for the class chant (lesson 3): four rows of picture cards.
- Optional: a fluent speaker's recording of the word-card words and, if used, the song.

Access and inclusion

- **Speaking and singing are optional.** Actions, pointing, signs and holding up picture cards all count. Never make a child speak or sing alone in front of others.
- **Performing is opt-in in form.** Roles for the show include chanters, action leaders, card holders and drummer. A child who does not want to be watched can join from the audience side or hold a card.
- **Touching your own body:** some children dislike touching their face, or cannot reach their toes. Pointing to the body part, touching the teddy, or pointing to the picture card all count. Seated children touch knees and point to toes.

- **Deaf or hard-of-hearing children:** keep your face visible; pair each word with its gesture or card; use a visual beat (a waving hand or the drumstick) as well as the drum.
- **If the language is a sign language:** the signs are the words, and the "song" is signed to a beat. Many body-part signs point to the body part, so in the check ask the child to point to the part on the **teddy or picture card** after the sign, rather than copying the sign on their own body.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.
- **Noise and visitors:** quiet corner and ear defenders allowed; keep the show short. Follow school rules on visitors and photos, and do not share photos of children's faces without the school's permission.

Assessment

Lesson 5 includes a five-part check, done one-to-one or in pairs after the show (about 3 minutes each child; spread over the week if needed). Record each part as **yes**, **with help** or **not yet**:

1. Touches or points to six of eight body parts when named with no gesture (on themselves, the teddy or the picture cards).
2. Does the actions for one verse of the body song or chant, roughly in time.
3. Does the class chant actions for all four lines in order, or puts the four chant picture rows in order.
4. Shows the number for **[three]** and **[eight]** (fingers or dot card; review).
5. Points to the card for one colour and one animal when named (review).

Doing it in their own way (pointing instead of touching, seated actions, signs, the child's usual access) counts as **yes**. "Not yet" is normal for some children; these words return in grade 1. Outcome 4 (taking part in the show in a chosen role) is recorded from watching lessons 4 and 5, not in the check.

Sources

- Wikipedia, "Head, Shoulders, Knees and Toes": https://en.wikipedia.org/wiki/Head,_Shoulders,_Knees_and_Toes . A children's song documented as early as 1912; children touch head, shoulders, knees and toes in order; it is sung to different tunes, including when translated into other languages; a common game drops one word each verse and only touches the part. Lessons 1 and 2 use the body words and the "drop a word" game.
- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . As in terms 1 and 2: commands answered with actions, listening before speaking, low stress. Lesson 1 uses it.
- Wikipedia, "Chant": https://en.wikipedia.org/wiki/Chant . Chant is the repeated speaking or singing of words, often on one or two pitches, sitting between speech and music. The class chant in lesson 3 is spoken to a beat, so no melody is needed.
- Wikipedia, "Nursery rhyme": https://en.wikipedia.org/wiki/Nursery_rhyme . Traditional children's poems and songs, a kind of childlore; most English ones date from the 17th and 18th centuries. Used only as background for choosing a traditional song in the taught language.
- No second-language standard or curriculum document was read for this unit.

Known gaps

- **No pronunciation help**, as in terms 1 and 2. Use a fluent speaker's recording if needed.
- **The song depends on the language.** This unit cannot check whether a given language has a traditional body-parts song, or whether a version is free to use. The class chant is the fallback and is CC0.
- **Body words differ:** some languages split or join body parts differently (for example one word for foot and leg). Use the language's own words and adjust the actions.
- **No standard read.**
- Peer check: Gemini 4 Argon did a bounded text, timing, safety, access and consistency check at 75c4c78 on 9 November 2026 (not an educator or classroom review): timings sum and no errors were found; its three small notes (the check needs four colour and four animal cards; the taught animal may not be [frog]; say how outcome 4 is recorded) were folded in at 497bd8c, which Argon also diff-checked the same day (see PEERCHECKS.md).

Lesson 1: Touch your nose!

Goal: Children understand eight body words in the new language and show it by touching or pointing.

Length: about 20 minutes.

Materials

- The word card; the eight body picture cards; the teddy or doll.

Steps

✎ Opening (3 min)

Greeting chant from term 1 (**[hello]**, **[hello]**...). Then hold up the teddy: "Teddy is going to help us learn new words."

✎ Main activity 1: meet the words (5 min)

Say each word while touching it on the teddy and on yourself, and showing its picture card: **[head]**, **[shoulders]**, **[knees]**, **[toes]**. Children copy the touch each time; they do not have to say anything. Repeat in the same order, then in a new order. Then add **[eyes]**, **[ears]**, **[mouth]**, **[nose]** the same way.

✎ Main activity 2: "Touch your..." game (5 min)

Say **[touch your nose]** with the gesture; children touch. Repeat with every word, getting faster. Then drop the gesture: say only the words and watch who touches the right part. Nobody is "out"; if a child touches the wrong part, show the gesture again and go on.

Add a silly turn: the teacher touches the wrong part on purpose ("**[nose]**!" while touching an ear). Children call out or point: "No!"

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Which new word was easiest to remember? Why?" (Any answer; often words with a big action, like **[head]**.)
- "When I touched my ear but said **[nose]**, how did you know I was wrong?" (Because **[nose]** means nose; you touched your ear. Any answer that shows they matched the word to the body part.)

✓ Closing check (with answers) (4 min)

Say four words with no gesture, one at a time: **[knees]**, **[eyes]**, **[head]**, **[mouth]**. Watch who touches or points to the right part.

Answers: knees, eyes, head, mouth (on themselves, the teddy, or the picture cards).

Vocabulary

[head], **[shoulders]**, **[knees]**, **[toes]**, **[eyes]**, **[ears]**, **[mouth]**, **[nose]**, **[touch your ___]**

Differentiation

- **Support:** start with four words (head, shoulders, knees, toes) and add the face words another day.
- **Stretch:** a child gives the **[touch your ___]** command to the class.

⚠ Safety

- Gentle touches only; children touch their own bodies or the teddy, never each other.

Teacher notes

- Pointing to the teddy or a picture card counts the same as touching your own body; offer it to any child who prefers it.
- If the language is a sign language and the signs point to the body, use the teddy for the closing check (see the access notes in the README).

Lesson 2: The body song

Goal: Children join in a body-parts song or chant with actions, and play the "drop a word" game.

Length: about 20 minutes.

Materials

- The word card; body picture cards in a row (head, shoulders, knees, toes, then eyes, ears, mouth, nose); the hand drum.
- The song, if the language has a traditional "Head, Shoulders, Knees and Toes" version you may use (see the README). Otherwise use the chant below.

Steps

✎ Opening (3 min)

Greeting chant; one minute of "**[touch your ___]**" with the eight words.

✎ Main activity 1: learn the song or chant (7 min)

If you have a song: sing it once slowly while touching each part. Then everyone sings (or just touches) with you, twice.

If not, use this body chant (CC0), spoken to a slow drum beat, one word per beat, touching each part:

> **[head]**, **[shoulders]**, **[knees]**, **[toes]**,
> **[knees]**, **[toes]**!
> **[head]**, **[shoulders]**, **[knees]**, **[toes]**,
> **[knees]**, **[toes]**!
> **[eyes]**, **[ears]**, **[mouth]**, **[nose]**,
> **[head]**, **[shoulders]**, **[knees]**, **[toes]**!

The chant is only body words, so it works in any language without grammar. If the language puts "and" between words naturally, the teacher may add it.

✎ Main activity 2: faster, slower, drop a word (5 min)

- Do it slowly, then faster with the drum.
- **Drop a word:** next time, do not say **[head]**, only touch it. Next time, drop **[head]** and **[shoulders]**. Keep going until only the touching is left, then finish with everyone saying it all, loudly.

✓ Discussion questions (with answers) (2 min)

- "When we dropped words, how did you still know where to touch?" (We remembered the order / the beat / we watched. Any sensible answer.)
- "Which part is touched last in each line?" (**[toes]**.)

✓ Closing check (with answers) (3 min)

The teacher points to two picture cards in the row and the class says or does the word: knees card → children touch knees (**[knees]**); ears card → children touch ears (**[ears]**). Then the teacher says **[shoulders]** with no picture; children touch shoulders.

Vocabulary

the eight body words; **[again]**; **[loud]**, **[quiet]** (introduced informally with the drum)

Differentiation

- **Support:** a child does only the touching, or only the **[head]**/**[toes]** parts.
- **Stretch:** a child leads the drum or chooses which word to drop.

⚠ Safety

- Faster rounds stay on the spot. Children who cannot bend to toes touch knees and point down.

Teacher notes

- Faster rounds are fun but noisy; keep them short for children who find noise hard.
- Singing in tune is not the goal; joining the actions roughly in time is.

Lesson 3: Our class chant

Goal: The class builds a four-line chant from words it already knows (greeting, numbers, colours, animals) and says it with actions to a beat.

Length: about 20 minutes.

Materials

- The word card; the term 2 dot cards, colour cards and animal cards; the hand drum.
- A chart with four empty rows (or four strips of paper on the board).

Steps

✎ Opening (3 min)

Body song or chant from lesson 2, once.

✎ Main activity 1: build the chant (8 min)

"We're going to make our own chant for our show, from words we know." Fill the four rows with picture cards, letting children choose where there is a choice:

1. **Greeting row: [hello]**, **[hello]**, **[hello]**! (wave three times)
2. **Number row: [one]**, **[two]**, **[three]**, **[four]**, **[five]**! (fingers)
3. **Colour row:** children vote for four of the six colours, for example **[red]**, **[blue]**, **[yellow]**, **[green]**! (point to each card, or to something of that colour)
4. **Animal row:** children vote for three animals, then the goodbye, for example **[cat]**, **[dog]**, **[frog]**, **[goodbye]**! (animal actions, then a wave)

Every row is a **list of single words**, so no grammar is needed (CC0 frame; the class's own choices make it theirs).

✎ Main activity 2: say it to the beat (4 min)

Teacher plays a slow, steady beat: one word per beat, with a short rest at the end of each row. Point to each card as it comes. Do it twice: once the teacher says it and children do the actions; once everyone joins in any way they can.

✓ Discussion questions (with answers) (2 min)

- "Which row has numbers?" (The second row.)
- "What do we do at the very end?" (Wave and say **[goodbye]**.)

✓ Closing check (with answers) (3 min)

Cover one row. "Which row is hiding?" Children say or point (for example, "the animals"). Then do that row's actions together. Repeat with one more row.

Answers: whichever row is covered; the actions match that row (waves, fingers, colour points, animal actions).

Vocabulary

Review words from terms 1 and 2; **[again]**.

Differentiation

- **Support:** a child does just one row (for example the animal actions).
- **Stretch:** a child suggests a fifth row with body words from lesson 1.

⚠ Safety

- Animal actions on the spot; seated versions as in term 2.

Teacher notes

- Keep the chart up for lessons 4 and 5; it is the "script" for the show.
- If the class is learning a sign language, sign each word on the beat; the rows stay the same.

Lesson 4: Getting ready for the show

Goal: Children choose a role for the show and practise the song (or body chant) and the class chant together, loud and quiet.

Length: about 20 minutes.

Materials

- The class chant chart; the body picture cards; the hand drum.
- Role picture cards: chanter (mouth), action leader (hands up), card holder (a picture card), drummer (drum).

Steps

✎ Opening (3 min)

"In our show we will do two things: our body song and our class chant. Every person has a job." Show the role cards.

✎ Main activity 1: choose roles (4 min)

Children choose a role card. Card holders each hold one row of the chant (or one body card) up at the right time; the drummer keeps the beat; action leaders stand at the front (or sit, if they prefer) and do big actions; chanters say or sign the words. Everyone does the actions whatever their role.

✎ Main activity 2: practise, loud and quiet (8 min)

- Run the body song or chant, then the class chant, in show order.
- Introduce **[loud]** (arms wide) and **[quiet]** (finger to lips): do the chant once loud, once quiet. (Loud stays at a comfortable level.)
- Practise the start and end: everyone waits for the drummer's two beats to start; at the end everyone waves **[goodbye]** and bows (or waves).

✓ Discussion questions (with answers) (2 min)

- "What is your job in the show?" (Any role; children say, show or hold up their card.)
- "How do we know when to start?" (The drummer plays two beats.)

Closing (3 min)

One full run, in order, as if visitors were watching. Praise one thing each group did well.

Vocabulary

[loud], **[quiet]**, **[again]**; review words

Differentiation

- **Support:** a child stands next to a friend with the same role.
- **Stretch:** a child counts in the show ("**[one]**, **[two]**!") in the new language.

⚠ Safety

- Keep "loud" short; ear defenders allowed. Action leaders keep their space.

Teacher notes

- A child may change role before the show; the goal is that everyone joins in a way they are comfortable with.
- Nobody says or sings alone unless they ask to.

Lesson 5: Show day

Goal: The class performs its body song (or chant) and class chant for others, then children show what they learned in the check.

Length: about 25 minutes, plus one-to-one check time.

Materials

- The class chant chart, body cards, role cards and hand drum.
- For the check: the teddy, the eight body picture cards, the term 2 dot cards (three and eight), and four colour cards and four animal cards (one of each to name, three of each as choices).
- A class list for recording "yes", "with help" or "not yet".

Steps

✎ Opening (3 min)

Quick warm-up: one round of "**[touch your ___]**". Welcome visitors (another class, or families if your school invites them; visitors are optional). A child or the teacher says **[hello]** to the audience.

✎ Main activity 1: the show (8 min)

1. Drummer's two beats.
2. The body song or chant (once at normal speed, once with "drop a word").
3. The class chant (once loud, once quiet).
4. Everyone waves **[goodbye]** and bows or waves.

Invite the audience to copy the actions on the second round.

✎ Main activity 2: teach the visitors (6 min)

Children teach the audience two words: the action leaders show **[nose]** and **[frog]** (or another animal the class chose in lesson 3), and the class calls out the words while visitors copy the actions. This shows the children they know enough to teach.

Closing (8 min)

Visitors leave (or the half-class audience swaps back). In a circle: "What was your job? What did you like?" Children answer in any language, or by holding up their role card. Finish with the greeting chant.

✓ End-of-unit check (one-to-one or in pairs)

About 3 minutes per child, at a calm time after the show (not in front of visitors). Any child may show in their own way (pointing, signing, a device, seated actions). Say the target words with **no gesture**.

Part	Ask or watch	Looking for
1	Say eight body words in a mixed order: **[nose]**, **[knees]**, **[ears]**, **[head]**, **[toes]**, **[mouth]**, **[shoulders]**, **[eyes]**.	Touches or points to at least six of eight correctly (on self, teddy or picture cards).
2	Teacher starts the body song or chant: "Do the actions with me."	Does the actions for one verse, roughly in time.
3	Point to the chant chart (rows covered or shuffled): "Show me our chant."	Does the actions for all four rows in order, or puts the four rows in order (greeting, numbers, colours, animals).
4	Say **[three]**, then **[eight]**.	Shows 3 and 8 (fingers or dot cards).
5	Show four colour cards and four animal cards; say one colour and one animal.	Points to the named colour and the named animal.

Record "yes", "with help" or "not yet" for each part. A child who shows the skill in their own way is recorded "yes", with a note of how. "With help" means an adult gave a gesture or modelled the answer. If a child mixes up only red and green in part 5, note it privately as a possible colour-vision difference, not a language gap (as in term 2).

Outcome 4 (taking part in a short performance in a role they choose) is not part of this check: record it from watching lesson 4 and the show in main activity 1.

Vocabulary

[hello], **[goodbye]**, review words; show, audience (school language)

Differentiation

- **Support:** a child does the show standing or sitting next to the teacher, with one row of actions.
- **Stretch:** a child welcomes the audience or teaches a word.

⚠ Safety

- Keep the show short and the volume comfortable; ear defenders allowed.
- Follow school rules on visitors and photos; do not share photos of children's faces without the school's permission.

Teacher notes

- If families are invited, do not single out children whose families did not come.

- This is the last second-language unit of the kindergarten year. Grade 1 can build on the body words, the class chant frame (new rows with new words), and performing together.

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.

Grade 2 Second Language: Things in the Classroom (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. Children are never asked what they own or have at home: every "have" question is about a game card or a made-up character's bag.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 1. Builds on grade 1: Food Words and "I Like / I Don't Like", Weather, Clothes and Days of the Week and A Picture Story with Yes/No and "Who?" Questions.

It goes back to words from kindergarten (Hello, My Name Is, and Classroom Words and Numbers to Ten, Colours and Animals Through Games) and extends them: six more classroom objects, four more colours, numbers from eleven to twenty, and the pair **[I have ___]** / **[Do you have ___?]**. In grade 1 term 3 children heard **[___ has ___]** in a story; now they use "have" about cards in their own hands.

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 **[a red crayon]**, mean "say this in the language you are teaching".

English meaning	Your language	Gesture or picture to go with it
(review from kindergarten) book, chair, table, door, window, pencil		point to the real object
crayon, ruler, eraser, glue stick, bag, paper		hold up the real object or its picture card
(review from kindergarten) red, blue, yellow, green, black, white		point to the colour card
orange, pink, purple, brown		point to the colour card
(review) one to ten		fingers or dot cards, as in kindergarten
eleven to twenty		the number card; ten fingers, then the extra fingers
How many?		palms up, then wiggle all ten fingers
I have ___		one hand flat on the chest, then show the card
Do you have ___?		point an open hand towards the other person, eyebrows up
Does ___ have ___?		the same open-hand gesture, towards the bag card
yes, no, thank you		as in grade 1 (or the tick and cross cards)

Grammar warning: languages differ a lot here. Colour words may come before or after the object, and may change with it ("a red crayon", "a crayon red", or a different ending). Numbers

may change the object word ("twelve crayons"), or the language may need a counting word between the number and the object. "Have" may be a verb, a phrase such as "with me is", or a word that changes with the thing. Say every phrase the way the language really says it. Children only need to **understand** the phrases and **show** their answers; saying them is invited, never required.

Gesture warning: as in grade 1, if thumbs up or thumbs down is rude where you live, use the tick and cross cards (or the school's usual signs) everywhere this unit says "yes or no".

Little Hill school bags

The made-up characters of Little Hill (who appear in other units of these drafts) are getting ready for school. These four **bag cards** are used in lessons 4 and 5 and in the check. Draw each bag open, with its things clearly drawn and the crayons in a neat row so they can be counted (an example, not from a source; CC0, free to change):

Bag card	What is in the bag
Duck's bag	a book, a ruler and **12 yellow crayons**
Hen's bag	a glue stick, an eraser and **15 red crayons**
Mouse's bag	a pencil, paper and **18 green crayons**
Goat's bag	a book, an eraser and **20 orange crayons**

Big idea

We can **name the things around us**, say **what colour** they are and **how many** there are, and **ask someone whether they have something**, using a few practised words, numbers and questions.

Outcomes

By the end of the unit, most children can:

1. Point to, hold up or name twelve classroom objects (six from kindergarten and six new ones) when the teacher names them.
2. Point to or name ten colours (six from kindergarten and four new ones), and pick out an object by its colour (for example **[the blue crayon]**).
3. Count along from **[one]** to **[twenty]**, point to the number card for a number from eleven to twenty, and count out that many cubes.
4. Answer **[Do you have ___?]** about cards they are holding with **[yes]** or **[no]**, and ask it (by saying, signing or showing) in a pair game.
5. Answer simple questions about a picture: what is in a character's bag, and **[How many?]** for a number up to twenty.

Prior knowledge

- Hello, My Name Is, and Classroom Words (kindergarten): **[book]**, **[chair]**, **[table]**, **[door]**, **[window]**, **[pencil]**.
- Numbers to Ten, Colours and Animals Through Games (kindergarten): **[one]** to **[ten]**; **[red]**, **[blue]**, **[yellow]**, **[green]**, **[black]**, **[white]**.

- Food Words and "I Like / I Don't Like" (grade 1): **[yes]**, **[no]**, **[thank you]**, the tick and cross cards.
- A Picture Story with Yes/No and "Who?" Questions (grade 1): **[___ has ___]**, and the characters Duck, Hen and Mouse.
- In mathematics, grade 2 children usually count to twenty and beyond in the school language, so the numbers are new **words**, not new ideas.
- Children who missed earlier units can still take part; every word has a card, an object or an action.

Lessons

Keep the 1-minute greeting chant at the start of each day.

Lesson	Title	Time	Core idea
1	What is it?	30 min	Twelve classroom objects: six old, six new; the mystery bag
2	A red crayon, a blue ruler	30 min	Ten colours; picking out an object by its colour
3	Counting to twenty	30 min	Eleven to twenty; **[How many?]** with cubes and number cards
4	Do you have a red crayon?	30 min	**[I have ___]** and **[Do you have ___?]** with bag cards and a pair card game
5	Packing Mouse's bag	30 min	A listening task with bag mats; one-to-one check

Timings: lessons 1-4 are 30 minutes (3 + 7 + 12 + 3 + 5); lesson 5 is 30 minutes (3 + 5 + 14 + 3 + 5, with the check spread over the week).

Materials

- The filled-in word card (above), kept where the teacher can see it.
- **Twelve large object picture cards:** book, chair, table, door, window, pencil, crayon, ruler, eraser, glue stick, bag, paper. Drawn by the teacher is fine; draw the objects in black outline so they are not told apart by colour.
- **An object basket** with the real things: a crayon, a ruler, an eraser (large, at least the size of a matchbox), a glue stick with its lid on, a cloth bag and a sheet of paper. A book and a pencil from the classroom go in too.
- **Ten large colour cards:** a big patch of each colour (red, blue, yellow, green, black, white, orange, pink, purple, brown). Make the colours strong and clearly different.
- **Ten crayons**, one of each of the ten colours, kept with the colour cards (lesson 2).
- **Large number cards 1 to 20**, one number each, big enough to read from the back of the room, with the number shown as dots on the back (ten dots in two rows of five, plus the extra dots below).
- **A counting tub per pair:** 20 linking cubes (or other counters too big to swallow).
- **Small number cards 11 to 20:** one set of ten per pair (lessons 3 and 5).
- **The four Little Hill bag cards** (see above), large enough to see from the back of the room.
- **Pair card sets** for the "Do you have?" game: per pair, twelve small cards, two each of **red crayon**, **blue crayon**, **yellow crayon**, **book**, **ruler** and **eraser** (lessons 4 and 5). Each crayon card shows a crayon in a strong patch of its colour, and also has the colour word

written small in the school language on the card, so children who confuse colours can still play.
- **Bag mats:** one per child, an A4 sheet with a large empty bag outline and a box at the bottom labelled "How many crayons?" (lesson 5).
- A pencil for each child and a box of crayons per table (lesson 5).
- **Tick and cross cards:** one of each per child, as in grade 1.
- **Check things** (lesson 5): the six object picture cards crayon, ruler, eraser, glue stick, book and pencil; the ten colour cards; the small number cards 11 to 20; 20 linking cubes; one red crayon card, one book card and one ruler card from a pair set; Hen's bag 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 number cards 11 to 20** (raised dots in the same pattern as the large cards, plus the braille or raised numeral if the child reads it) and **tactile bag cards** (the real objects, or felt shapes, glued in a shallow tray, with the crayons as a row of raised sticks that can be counted).
- Optional, for blind children: a **tactile pair card set** (the real objects, or felt shapes on card; crayon colours told apart by raised dots: one dot red, two dots blue, three dots yellow) for lesson 4, and a **real-object tray** (ruler, glue stick, paper, book, eraser and a row of crayons) for lesson 5.
- Optional: a fluent speaker's recording of the word card.

Access and inclusion

- **Speaking is optional.** Pointing, holding up cards, signs and actions all count. Never make a child speak alone in front of others.
- **"Have" is about game cards only.** Never ask children what is in their own bag or pencil case, what they have at home, or what they have brought. Children do not bring things from home for this unit; everything is supplied. If a child talks about their own things, listen kindly and move on.
- **Colour vision:** some children cannot tell some colours apart (most often red from green, and sometimes purple from blue or brown from green). If a child mixes up only those colours, do not record it as a language gap; note it privately and tell the class teacher. Never make a game of it. The pair cards carry a small written colour word for this reason.
- **Blind children:** colour words are learned as words in the chants, and the colour part of the check (part 2) is recorded as "not applicable". Objects, numbers and "have" use the real objects, the tactile number cards and the tactile bag cards. Say each word as you hand the object over.
- **Low-vision children:** large, high-contrast cards; let them hold the real objects; seat them near the board.
- **Deaf or hard-of-hearing children:** keep your face visible; hold up the object or card every time you say its word.
- **If the language is a sign language:** the signs are the words. Number signs may not match finger counting; teach the language's own number signs. In checks, if a sign looks like its answer (for example a number sign shaped like a finger count), ask the child to point to the number card or count out cubes instead, so the sign does not show the answer.
- **Movement and fine motor:** children who find small cards or cubes hard use the large cards, point while a partner moves the cubes, or count by touching a row of cubes that is already joined.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.
- **Noise:** quiet spot and ear defenders allowed.

Assessment

Lesson 5 includes a five-part check, done one-to-one (about 3 minutes each child; spread over the week). Ask everything with no gesture and without pointing. Record each part as **yes**, **with help** or **not yet**:

1. **Objects:** lay out the six object picture cards (crayon, ruler, eraser, glue stick, book, pencil) shuffled in a row. Ask the child to point to **[ruler]**, **[eraser]**, **[glue stick]** and **[crayon]**. Yes = four of four.
2. **Colours:** lay out the ten colour cards shuffled. Ask for **[orange]**, **[purple]**, **[blue]** and **[brown]**. Yes = three of four. (Not applicable for blind children; see Access.)
3. **Numbers:** lay out the small number cards 11 to 20 shuffled. Ask the child to point to **[thirteen]**, **[seventeen]** and **[twenty]**; then give the 20 cubes and ask for **[twelve]**. Yes = all four (the cubes may be counted in any way).
4. **Do you have?:** give the child the red crayon card, the book card and the ruler card to hold so you cannot see them. Ask **[Do you have a ruler?]** (yes), **[Do you have an eraser?]** (no), **[Do you have a red crayon?]** (yes). Yes = three of three, by saying, signing, nodding or the tick and cross cards.
5. **Bag card:** show Hen's bag card. Ask **[How many crayons?]** (fifteen: the child says or signs it, or points to the number card 15) and **[Does Hen have an eraser?]** (yes). Yes = both.

Doing it in their own way (pointing, signs, the child's usual access) counts as **yes**. "Not yet" is normal for some children; the games can be played again any time. Saying **[I have ___]** aloud is a stretch and is **not** recorded.

Sources

- NCSSFL-ACTFL Can-Do Statements, Novice: https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do-Novice.pdf (read 10 November 2026; the quoted lines were checked against the rendered PDF pages). These are performance indicators and examples, not a curriculum. Lines used for this unit:
  - Presentational, Novice Low (PDF page 23): function "I can name", context "very familiar people, places, and objects with the help of gestures, facial expressions, or visuals"; examples "I can name items I see every day." and "I can say numbers from 1-10." (outcomes 1 to 3; this unit goes on to twenty).
  - Interpersonal, Novice Low (PDF page 19): "I can provide information by answering a few simple questions", context "on very familiar topics, with the help of gestures, facial expressions, and visuals", text type "using practiced or memorized words and phrases"; example "I can respond to a basic math question using numbers." (outcomes 4 and 5).
  - Interpersonal, Novice Mid (PDF page 19): "I can request and provide information by asking and answering simple questions" (asking **[Do you have ___?]** in the pair game, a stretch for some children).
  - Presentational, Novice Mid example (PDF page 23): "I can give some simple information about my classroom or school." (the unit topic).
- 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. The pair card game in lesson 4 is an information gap: each child cannot see the partner's cards, so they need to ask.

- 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

- One other agent (Gemini 4 Argon, at 6b9fa92) text-checked this unit on 2026-11-10 and reported no errors. That is a text check by an AI agent, not a teacher review or classroom test.
- **No pronunciation help**, as in earlier units. Use a fluent speaker's recording if needed.
- **Grammar differs:** this unit cannot say how colours, numbers with objects, or "have" work in your language (see the grammar warning). Check with a fluent speaker.
- **Word choices are the author's.** The Can-Do Statements describe what learners can do; they do not list words for a grade 2 class. The six new objects and four new colours were chosen because they are common in classrooms and easy to show; swap them for local ones if needed.
- **Numbers above twenty** and number patterns (twenty-one, thirty...) are left for later; in some languages the teens are irregular and the twenties are easier, in others the reverse.
- The pair card game uses only three colours and three objects, to keep it short; a fuller game is a possible extension.

The lesson order matters: children meet the objects (lesson 1) before describing them by colour (lesson 2), learn the numbers (lesson 3) before counting a character's crayons, and use **[Do you have ___?]** with cards (lesson 4) before the listening task and the check (lesson 5).

Lesson 1: What is it?

Unit overview - Next: Lesson 2: A red crayon, a blue ruler

Goal: Children point to, hold up or name twelve classroom objects: six from kindergarten (book, chair, table, door, window, pencil) and six new ones (crayon, ruler, eraser, glue stick, bag, paper).

Length: about 30 minutes.

Materials

- The word card.
- The twelve large object picture cards.
- The object basket (a crayon, a ruler, an eraser, a glue stick with its lid on, a cloth bag, a sheet of paper, a book and a pencil).
- Ear defenders and a quiet spot.
- Optional: for blind or low-vision children, let them hold each real object from the basket as it is named.

Steps

✎ Opening (3 min)

Greeting chant. Then, in the school language: "In kindergarten we learned some classroom words in our new language. Let's see what we remember, and learn some more."

Warm-up: touch the chair! (7 min)

Play the kindergarten game. Say **[Touch the chair!]**, **[Touch the door!]**, **[Touch the window!]**, **[Touch the table!]**, then the book and the pencil from the basket (held up at the front). Children point to or touch the object (from their seat is fine). Go faster as they remember. Then hold up each of the six old picture cards and invite the class to say or sign the word together.

✎ Main activity: six new things and the mystery bag (12 min)

1. **Meet the new words (5 min).** Take the crayon, ruler, eraser, glue stick and paper out of the basket one at a time, then hold up the cloth bag. For each: say the word three times, put its picture card on the board, and invite the class to say or sign it after you. Then point to the cards in a new order and let the class say or sign each one.
2. **Mystery bag (7 min).** Put the seven small objects (crayon, ruler, eraser, glue stick, paper, book, pencil) into the cloth bag while children close their eyes. Ask a volunteer to put a hand in the bag and feel one object without looking. The class asks **[What is it?]** (teacher models it first). The volunteer names it, signs it, or points to the picture card on the board; then pulls it out to see. The class says the word together. Take turns until every object has come out. Nobody has to have a turn; a child who would rather not can choose a card from the board instead.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "In the mystery bag, how did you know what it was without looking?" (By its shape, size and how it felt: the ruler is long and flat, the eraser is soft, the glue stick has a lid.)
- "Which new word was easiest to remember? Why?" (Any answer; for example a word that sounds like the school-language word, or one with a good picture.)

✓ Closing check (with answers) (5 min)

Put the twelve picture cards on the board in a new order. Say each word with no gesture and without looking at the card. Children point to the right card (from their seat), or name it:

- **[ruler]**
- **[eraser]**
- **[glue stick]**
- **[window]**

Answers: the ruler card; the eraser card; the glue stick card; the window card (or the real window).

Vocabulary

[crayon], **[ruler]**, **[eraser]**, **[glue stick]**, **[bag]**, **[paper]**, **[What is it?]**; review **[book]**, **[chair]**, **[table]**, **[door]**, **[window]**, **[pencil]**, **[Touch ___!]**.

Differentiation

- **Support:** in the mystery bag, the volunteer may peek, or choose between two picture cards that the teacher holds up.
- **Stretch:** the volunteer describes the object before pulling it out, in the new language if they can (for example **[It is a ruler]**), or gives the school-language clue "long and flat".

⚠ Safety

- The glue stick keeps its lid on. Nothing sharp goes in the mystery bag (no scissors, no pencil sharpener); use a blunt pencil, or leave the pencil out.
- Objects are too big to swallow.

Teacher notes

- Six new words is a lot for one lesson; the other lessons repeat all twelve, so children do not need to know them all today.
- The mystery bag is fun because nobody (not even the class) knows what will come out. Keep it light; guessing wrong is part of the game.

- Blind children can take a full turn in the mystery bag: it is a touch game. Say the word as they hold up the object.

Lesson 2: A red crayon, a blue ruler

Unit overview - Previous: Lesson 1: What is it? - Next: Lesson 3: Counting to twenty

Goal: Children point to or name ten colours (six from kindergarten and four new: orange, pink, purple, brown), and pick out an object by its colour.

Length: about 30 minutes.

Materials

- The word card.
- The ten large colour cards.
- The ten crayons, one of each colour.
- The twelve large object picture cards.
- The object basket.
- Ear defenders and a quiet spot.

Steps

✎ Opening (3 min)

Greeting chant. Hold up five object picture cards one at a time; the class says or signs each word.

Warm-up: colours we know (7 min)

Put the six kindergarten colour cards (red, blue, yellow, green, black, white) on the board. Say a colour; children point to the card. Then play **[Touch something ___!]** as in kindergarten: **[Touch something blue!]** Children point to or touch something of that colour in the room (from their seat is fine; pointing counts). Use only colours that are easy to find in your classroom.

✎ Main activity: four new colours and the crayon line (12 min)

1. **New colours (4 min).** Add the orange, pink, purple and brown cards to the board, one at a time: say each word three times and invite the class to say or sign it. Then point to all ten cards in a new order; the class says or signs each colour.
2. **The crayon line (8 min).** Lay the ten crayons in a line along the board ledge (or on a table at the front). Say the colour and the object together, the way your language says it: **[the orange crayon]**, **[the purple crayon]**. A volunteer comes and picks up that crayon and holds it up; the class says the phrase together. After a few turns, mix in other objects of clear colours from the basket or room (for example **[the blue book]** if you have one). Then swap: the volunteer picks up any crayon and the class names its colour.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "When I said 'the orange crayon', which word told you which crayon to take?" (The colour word; all of them were crayons.)
- "In our new language, does the colour word come before or after the thing, or does it change?" (Depends on the language; the teacher answers from the word card.)

✓ Closing check (with answers) (5 min)

Keep the ten colour cards on the board, in a new order. Say each colour with no gesture. Children point to the right card from their seat, or name it:

- **[purple]**
- **[orange]**
- **[brown]**
- **[pink]**

Answers: the purple, orange, brown and pink cards.

Vocabulary

[orange], **[pink]**, **[purple]**, **[brown]**, **[the ___ crayon]**; review **[red]**, **[blue]**, **[yellow]**, **[green]**, **[black]**, **[white]**, **[Touch something ___!]**, the twelve objects.

Differentiation

- **Support:** in the crayon line, the teacher points to two crayons and asks the volunteer to choose one of them.
- **Stretch:** the volunteer says a colour and an object for someone else to pick up (for example **[the green crayon]**).

⚠ Safety

- Nothing to note beyond the usual classroom rules. Children stay in their seats or walk to the front one at a time.

Teacher notes

- **Colour vision:** see Access in the unit overview. If a child mixes up only red and green (or purple and blue, or brown and green), note it privately, do not correct them in front of others, and tell the class teacher.
- Blind children learn the colour words in the chant; in the crayon line, they can choose a crayon by position ("the third crayon") while the class says its colour.

- This lesson uses a colour and an object together, which is where the grammar of many languages changes. Say it the real way every time; children will copy the pattern without needing a rule.

Lesson 3: Counting to twenty

Unit overview - Previous: Lesson 2: A red crayon, a blue ruler - Next: Lesson 4: Do you have a red crayon?

Goal: Children count along from **[one]** to **[twenty]**, point to the number card for a number from eleven to twenty, and count out that many cubes when asked **[How many?]**.

Length: about 30 minutes.

Materials

- The word card.
- The large number cards 1 to 20.
- A counting tub per pair (20 linking cubes).
- The small number cards 11 to 20, one set of ten per pair.
- Ear defenders and a quiet spot.
- Optional: the tactile number cards 11 to 20 for blind or low-vision children.

Steps

✎ Opening (3 min)

Greeting chant. Count from **[one]** to **[ten]** together on fingers, as in kindergarten, twice: once slowly, once fast.

Warm-up: one to ten (7 min)

Put the large number cards 1 to 10 in a row on the board. Say a number with no gesture; children show it on their fingers or point to the card. Then turn a few cards round to show the dots and ask **[How many?]**; children say, sign or show the number.

✎ Main activity: eleven to twenty (12 min)

1. **New numbers (5 min).** Put the cards 11 to 20 on the board after the first ten. Say each new number while showing it: ten fingers, then the extra fingers (for **[thirteen]**: ten fingers, then three). Invite the class to say or sign each number after you. Then count from **[one]** to **[twenty]** together, pointing along the row, twice.
2. **Show me with cubes (7 min).** Each pair has a counting tub and a set of small number cards 11 to 20, spread face up. Say a number from eleven to twenty with no gesture. Each pair points to the number card, then builds a tower with that many cubes: one child joins cubes while the other counts in the new language (or both count together). Hold up the large card so pairs can check. Swap jobs each round. Use about six numbers, for example **[fourteen]**, **[eleven]**, **[nineteen]**, **[sixteen]**, **[twelve]**, **[twenty]**.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How did you check your tower had the right number of cubes?" (Counted again; put it next to another tower; made a ten and counted on.)
- "Do the numbers from eleven to twenty in our new language sound like 'ten and one, ten and two'? Or are they different words?" (Depends on the language; the teacher answers from the word card. In many languages the teen numbers are built from ten.)

✓ Closing check (with answers) (5 min)

Each pair keeps its small number cards 11 to 20 face up, shuffled. Say each number with no gesture. Each child points to the card (partners take turns to point first):

- **[fifteen]**
- **[eighteen]**
- **[eleven]**
- **[twenty]**

Answers: cards 15, 18, 11, 20.

Vocabulary

[eleven] to **[twenty]**, **[How many?]**; review **[one]** to **[ten]**.

Differentiation

- **Support:** a pair builds a tower of ten first, then adds the extra cubes; the teacher points to the large card as well as saying the number.
- **Stretch:** a child says a number for their partner to build, or counts backwards from **[twenty]** to **[ten]**.

⚠ Safety

- Cubes are too big to swallow and stay on the table. Nothing to note beyond the usual classroom rules.

Teacher notes

- Children usually know these numbers in the school language already (see Prior knowledge), so the new learning is the words. Keep the counting easy and the words frequent.
- **Number signs:** if the language is a sign language, teach its own number signs; some do not match finger counting.

- Blind children use the tactile number cards and build towers by touch; the partner can say the number again as they finish.

Lesson 4: Do you have a red crayon?

Unit overview - Previous: Lesson 3: Counting to twenty - Next: Lesson 5: Packing Mouse's bag

Goal: Children understand **[I have ___]** and answer **[Do you have ___?]** with **[yes]** or **[no]**, and ask it (by saying, signing or showing) in a pair card game.

Length: about 30 minutes.

Materials

- The word card.
- The four Little Hill bag cards (Duck, Hen, Mouse, Goat).
- The large number cards 11 to 20.
- One pair card set per pair (twelve small cards: two each of red crayon, blue crayon, yellow crayon, book, ruler, eraser).
- A tick card and a cross card for each child.
- Ear defenders and a quiet spot.
- Optional: the tactile bag cards for blind or low-vision children; a tactile pair card set (the real objects, or felt shapes on card, with the crayon colours told apart by a raised dot pattern: one dot red, two dots blue, three dots yellow).

Steps

✎ Opening (3 min)

Greeting chant. Count from **[one]** to **[twenty]** together, pointing along the large number cards 11 to 20 for the second half.

Warm-up: what's in Duck's bag? (7 min)

Hold up Duck's bag card. Speak as Duck (a duck voice or the duck action from earlier units), with the **[I have ___]** gesture (hand on chest): **[I have a book. I have a ruler. I have yellow crayons.]** Ask the class **[How many crayons?]** Count the crayons together on the card: **[twelve]**. Then ask the class yes/no questions; children answer with the tick or cross card, or say or sign **[yes]** or **[no]**:

1. **[Does Duck have a ruler?]** (yes)
2. **[Does Duck have a glue stick?]** (no)
3. **[Does Duck have a book?]** (yes)

Do the same with Hen's bag card: **[I have a glue stick. I have an eraser. I have red crayons.]** Count: **[fifteen]**.

✎ Main activity: the "Do you have?" card game (12 min)

1. **Model it (3 min).** Play one round at the front with a volunteer, using a pair card set. Teacher asks with the gesture (open hand towards the volunteer, eyebrows up): **[Do**

you have a ruler?] The volunteer looks at their cards and says, signs or shows **[yes]** or **[no]**. If yes, they give the card and may say **[Yes, I have a ruler]** (a stretch, never required); the teacher says **[Thank you!]** and puts the two rulers down as a pair.

2. **Play in pairs (9 min).** Shuffle the twelve cards and deal six each. Children hold their cards so the partner cannot see them (or keep them face down on the table and peek). Any pairs a child already holds go face up on the table. Children take turns: ask for a card **you already hold one of**: **[Do you have a ___?]** If the partner has it, they hand it over (**[yes]**); the asker says **[Thank you!]** and puts the pair down. If not, the partner says or shows **[no]**, and it is the partner's turn. The game ends when all six pairs are down. Play again if there is time. Walk round and listen; help with words, not with the cards.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why did you need to ask your partner?" (Because I couldn't see their cards: only they knew what they had.)
- "Which card did you ask for most? How did you say it?" (Any answer; let a few children say or show their question.)

✓ Closing check (with answers) (5 min)

Hold up Mouse's bag card. Ask with no gesture. Children answer with the tick or cross card, or say or sign the answer:

- **[Does Mouse have a pencil?]**
- **[Does Mouse have a ruler?]**
- **[Does Mouse have paper?]**

Then ask **[How many crayons?]**; children count the crayons on the card (the teacher points along them without saying the numbers) and say, sign or hold up the right number of fingers in two goes (ten, then eight), or point to the large number card.

Answers: yes; no; yes; eighteen.

Vocabulary

[I have ___], **[Do you have ___?]**, **[Does ___ have ___?]**; review **[yes]**, **[no]**, **[thank you]**, **[How many?]**, the objects, colours and numbers.

Differentiation

- **Support:** play with only six cards (three pairs: red crayon, book, ruler); the asker may hold up their own card instead of naming it.
- **Stretch:** answer in a full sentence, **[Yes, I have a red crayon]** or **[No, I don't have a red crayon]** (the teacher models the "no" sentence the way the language says it).

⚠ Safety

- Nothing to note beyond the usual classroom rules.

Teacher notes

- **"Have" is about the cards only.** Never ask a child what they have in their own bag, pencil case or home. If a child starts telling you, listen kindly and go back to the game.
- The card game is a small information gap: only the partner knows what is in their hand, so asking is really needed.
- Children who confuse some colours can read the small colour word on the crayon cards, or ask for the book, ruler and eraser pairs only.
- Blind children play with the tactile pair cards; the partner says the card's name as they hand it over.

Lesson 5: Packing Mouse's bag

Unit overview - Previous: Lesson 4: Do you have a red crayon?

Goal: Children listen to a short description of what a character packs, draw the things on a bag mat and write how many crayons; the teacher does the one-to-one check over the week.

Length: about 30 minutes (the one-to-one check is spread over the week, about 3 minutes per child).

Materials

- The word card.
- The four Little Hill bag cards.
- The twelve large object picture cards and the large number cards 11 to 20.
- A bag mat for each child.
- A pencil for each child, and a box of crayons per table.
- One pair card set per pair (for children waiting for the check).
- A tick card and a cross card for each child.
- **Check things:** the six object picture cards crayon, ruler, eraser, glue stick, book and pencil; the ten colour cards; a set of small number cards 11 to 20; 20 linking cubes; one red crayon card, one book card and one ruler card from a pair set; Hen's bag card; the record sheet (class list with five columns).
- Ear defenders and a quiet spot.
- Optional: the tactile bag cards and tactile number cards for blind or low-vision children; a real-object tray and the cloth bag from the object basket (see Teacher notes).

Steps

✎ Opening (3 min)

Greeting chant. Count from **[one]** to **[twenty]** together.

Warm-up: quick quiz (5 min)

Hold up Goat's bag card. Ask: **[Does Goat have a book?]** (yes), **[Does Goat have a pencil?]** (no), **[Does Goat have orange crayons?]** (yes), **[How many crayons?]** (twenty). Children answer with the tick or cross card, by pointing to a number card on the board, or by saying or signing the answer.

✎ Main activity: packing Mouse's bag (14 min)

1. **Listen and draw (8 min).** Give out the bag mats. In the school language: "It's a new day, and Mouse is packing a new bag. Listen, and draw what Mouse puts in." Say each sentence twice, slowly, with no gesture and no pictures, as Mouse (whiskers action only at the start): **[I have a ruler.] [I have a glue stick.] [I have paper.] [I have blue crayons. Fourteen blue crayons!]** Children draw each thing in the bag outline (a quick picture is fine), colour one crayon blue, and write **14** in the "How many crayons?"

box (or show it with cubes or fingers if writing is hard). After the second reading, hold up the object picture cards one by one so everyone can check; children add anything missing.

2. **Partner check (6 min).** Pairs compare mats and use the new language to point and name: **[a ruler]**, **[a glue stick]**... Then pairs play the "Do you have?" card game from lesson 4 while the teacher starts the one-to-one checks.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How did you remember what Mouse said?" (Listened twice; knew the words from the cards; drew as I went.)
- "What can you now say or understand in our new language that you could not at the start of the unit?" (Any answer, for example new things, new colours, numbers to twenty, asking "Do you have?")

✓ Closing check (with answers) (5 min)

Children hold up their bag mats. Say a word or ask a question in the new language, with no gesture; children point to the right drawing on their own mat, or answer with the tick or cross card:

- **[ruler]** (children point to their ruler drawing)
- **[Does Mouse have a book?]**
- **[How many crayons?]**
- **[Does Mouse have blue crayons?]**

Answers: the ruler drawing; no; fourteen; yes.

The one-to-one check

Use the five-part check in the unit overview (Assessment), over the week, while others play the card game or finish their mats. About 3 minutes per child. Record yes, with help or not yet. Saying **[I have ___]** aloud is not recorded.

Vocabulary

Review of the whole unit: the twelve objects, ten colours, **[one]** to **[twenty]**, **[How many?]**, **[I have ___]**, **[Do you have ___?]**, **[Does ___ have ___?]**.

Differentiation

- **Support:** give the child the four object picture cards (ruler, glue stick, paper, crayon) mixed with two others (book, eraser), and let them pick out the cards they hear instead of drawing.
- **Stretch:** a second round: **[Goat has a book, a pencil and sixteen purple crayons]**; or the child tells a partner what Mouse has, using **[Mouse has ___]**.

⚠ Safety

- Nothing to note beyond the usual classroom rules.

Teacher notes

- The check is one-to-one so nobody answers in front of the class; keep it calm and quick, and stop if a child is upset.
- **"Have" is about Mouse and the cards only.** Never ask what children have in their own bags.
- Blind children: use a **real-object tray** instead of drawing. Put a ruler, a glue stick, a sheet of paper, a book, an eraser and a short row of crayons in a tray; the child picks out what Mouse packs and puts it in the cloth bag, and shows **[fourteen]** with cubes or the tactile number card.

Grade 2 Second Language: Animals and Where They Live (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 11 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check it against your school's rules before use. Children are never asked about their own pets, their homes or where they live: every "where does it live?" question is about an animal card in a game.
>
> Text-checked by two other agents (Gemini 4 Carbon, Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 2. Builds on grade 2 term 1: Things in the Classroom, and on kindergarten: Numbers to Ten, Colours and Animals Through Games.

In kindergarten children learned six animal words with actions. In term 1 of grade 2 they learned ten colours and the pair **[I have ___]** / **[Do you have ___?]**. This unit adds six more animals, four places, the size words **[big]** and **[small]**, and short describing sentences: **[It lives in the ___]**, **[It is big]**, **[It is brown]** and **[It has wings]**. At the end, children put the sentences together into animal riddles.

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 **[a big brown bear]**, mean "say this in the language you are teaching".

English meaning	Your language	Gesture or picture to go with it
(review from kindergarten) cat, dog, bird, fish, frog, duck		the kindergarten actions (cat licks a paw, dog wags a tail, bird flaps, fish swims with one hand, frog hops, duck waddles)
horse, cow, sheep, pig, rabbit, bear		the actions in lesson 1, plus the picture card
house, farm, forest, pond		the place card
It lives in the ___ / Where does ___ live?		point to the animal card, then sweep the hand to the place card
big, small		hands wide apart; finger and thumb close together
(review from term 1) the ten colours		the colour cards
It is ___		point to the animal card
It has wings / a tail / four legs / two legs		flap both hands; wiggle one hand behind your back; four fingers walking on the table; two fingers walking on the table
What is it?		palms up, shoulders up
(review) yes, no		as in earlier units (or the tick and cross cards)

Grammar warning: languages differ a lot here. "In the forest" and "on the farm" may use different little words, or a word ending instead. Size and colour words may come before or after the animal and may change with it. "It" may be a different word for different animals, or may be left out. Say every phrase the way the language really says it. Children only need to **understand** the phrases and **show** their answers; saying them is invited, never required.

Gesture warning: if thumbs up or thumbs down is rude where you live, use the tick and cross cards (or the school's usual signs) everywhere this unit says "yes or no".

The Little Hill animal cards

Twelve animal picture cards are used in every lesson. In this game each animal has **one** place, one size and one main colour, so that every riddle has one answer (an example, not from a source; CC0, free to change):

Animal	Lives in (this game)	Size	Colour	It has
cat	house	small	black	four legs, a tail
dog	house	big	brown	four legs, a tail
horse	farm	big	brown	four legs, a tail
cow	farm	big	black and white	four legs, a tail
sheep	farm	small	white	four legs, a tail
pig	farm	small	pink	four legs, a tail
rabbit	forest	small	brown	four legs, a tail
bear	forest	big	brown	four legs
bird	forest	small	blue	wings, two legs, a tail
fish	pond	small	orange	a tail
frog	pond	small	green	four legs
duck	pond	small	yellow	wings, two legs, a tail

Real animals live in many places (ducks live on farms, cats in barns), and "big" and "small" are only big or small next to each other. Say this to the class in lesson 2; the table is the rule **of the game**, not a fact about the world. A bear's short tail is left out on purpose so the riddles stay clear.

Big idea

We can **name animals**, say **where they live**, and **describe them** by size, colour and body parts, using a few practised words and short sentences, and we can use those sentences to make and solve riddles.

Outcomes

By the end of the unit, most children can:

1. Point to, act out or name twelve animals (six from kindergarten and six new ones) when the teacher names them.
2. Point to the right place card (house, farm, forest, pond) when asked **[Where does the ___ live?]** about an animal card.

3. Pick out an animal picture by size and colour, for example **[the small black bear]**.
4. Show which animals match **[It has wings]**, **[It has a tail]**, **[It has four legs]** or **[It has two legs]**.
5. Solve a spoken riddle of two short sentences (for example **[It lives in the forest. It is big.]**) by pointing to the animal; some children also make a riddle with cards for a partner.

Prior knowledge

- Numbers to Ten, Colours and Animals Through Games (kindergarten): **[cat]**, **[dog]**, **[bird]**, **[fish]**, **[frog]**, **[duck]** and their actions; **[two]** and **[four]**.
- Things in the Classroom (grade 2 term 1): the ten colours (red, blue, yellow, green, black, white, orange, pink, purple, brown); **[yes]**, **[no]**; asking and answering simple questions in a pair game.
- 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.

Lesson	Title	Time	Core idea
1	Six new animals	30 min	Twelve animals with actions: six old, six new
2	Where does it live?	30 min	Four places; **[It lives in the ___]** with place mats
3	A big brown bear	30 min	**[big]**, **[small]** and colours; picking out a picture by size and colour
4	It has wings	30 min	**[It has ___]**; sorting animals; first riddles
5	Little Hill animal riddles	30 min	A class poster, a pair riddle game and the one-to-one check

Timings: lessons 1-4 are 30 minutes (3 + 7 + 12 + 3 + 5); lesson 5 is 30 minutes (3 + 5 + 14 + 3 + 5, with the check spread over the week).

Materials

- The filled-in word card (above), kept where the teacher can see it.
- **Twelve large animal picture cards** (the Little Hill animal cards above), each drawn in its main colour, big enough to see from the back of the room. Draw a black outline round each animal so it can be told apart without colour.
- **Four large place cards:** house, farm, forest, pond.
- **Four place mats:** large sheets of paper, each with one place drawn on it, taped flat to the floor in four corners of the room (lesson 2).
- **Size cards per pair** (lesson 3 and the check): eight small cards: a big brown bear, a small brown bear, a big black bear, a small black bear, a big white rabbit, a small white rabbit, a big brown rabbit, a small brown rabbit. On each card the "big" animal fills the card and the "small" one is clearly smaller.
- **The ten large colour cards** from term 1 (lesson 3).
- **Four large "has" cards:** a wing, a tail, four legs, two legs (simple drawings).

- **A small card set per pair** (lessons 2, 4 and 5): the twelve animals, the four places and the four "has" cards, as small cards.
- **A riddle strip per pair** (lesson 5): a strip of card with two empty boxes, big enough for one small card each.
- **The class animal poster** (lesson 5): a large sheet with the four places drawn on it, and a blank space beside each place, plus one spare set of the twelve small animal cards to stick on it.
- **Word labels** (lesson 5): the twelve animal words written by the teacher in the language, one per strip, with tape or reusable putty.
- **Tick and cross cards:** one of each per child, as in earlier units.
- **Check things** (lesson 5): the six new animal cards (horse, cow, sheep, pig, rabbit, bear); the four place cards; the four bear size cards; the bird, fish and horse cards; the duck, frog, fish, bear, rabbit and bird cards; 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 animals** for the twelve animals (too big to swallow), **tactile place cards** (a different texture for each place, introduced by touch in lesson 2), and **tactile size cards** (a big and a small felt bear shape, and a big and a small felt rabbit shape).
- Optional: a fluent speaker's recording of the word card.

⚠ Safety and access

Safety

- Place mats are taped flat so nobody trips; children walk, not run, between them.
- Toy animals and small pieces are too big to swallow; reusable putty is used by the teacher only.

Privacy

- **"Where does it live?" is about animal cards only.** Never ask children where they live, what their home is like, whether they have pets, or whether they have visited a farm. If a child talks about their own pet or home, listen kindly and go back to the game.
- Some children have lost pets, or are afraid of dogs; no child has to hold or act out an animal they do not want to.

Taking part

- **Speaking is optional.** Pointing, holding up cards, signs and actions all count. Never make a child speak alone in front of others.
- **Movement:** every action has a seated version (hands on the table). In lesson 2 a partner can carry the card to the place mat, or the child points from their seat.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.
- **Noise:** quiet spot and ear defenders allowed.

Seeing, hearing and colour

- **Colour vision:** some children cannot tell some colours apart (most often red from green, and sometimes brown from green). If a child mixes up only colours, do not record it as a language gap; note it privately and tell the class teacher. The size cards

use only brown, black and white, which are usually easier to tell apart, and every riddle in the check can be solved without colour.
- **Blind children:** colour words are learned as words in the chants, and the colour part of check item 3 is left out (ask only **[the small bear]** and **[the big bear]** with the tactile size cards). Animals, places and "has" use the toy animals and tactile place cards. Say each word as you hand the toy over.
- **Low-vision children:** large, high-contrast cards with black outlines; seat them near the board.
- **Deaf or hard-of-hearing children:** keep your face visible; hold up the card every time you say its word.
- **If the language is a sign language:** the signs are the words. Many animal signs copy the animal's shape or movement. In checks, if a sign looks like its answer, ask the child to point to the card instead, so the sign does not show the answer.

Assessment

Lesson 5 includes a five-part check, done one-to-one (about 3 minutes each child; spread over the week). Ask everything with no gesture and without pointing. Record each part as **yes**, **with help** or **not yet**:

1. **Animals:** lay out the six new animal cards (horse, cow, sheep, pig, rabbit, bear) shuffled in a row. Ask the child to point to **[horse]**, **[rabbit]**, **[bear]** and **[pig]**. Yes = four of four.
2. **Places:** lay out the four place cards. Ask **[Where does the fish live?]** (pond), **[Where does the cow live?]** (farm) and **[Where does the bear live?]** (forest). Yes = three of three.
3. **Size and colour:** lay out the four bear size cards shuffled. Ask for **[the small brown bear]** and **[the big black bear]**. Yes = both. (Blind children: see Safety and access.)
4. **It has:** lay out the bird, fish and horse cards. Say **[It has wings. What is it?]** (bird) and **[It has four legs. What is it?]** (horse). Yes = both.
5. **Riddles:** lay out the duck, frog, fish, bear, rabbit and bird cards. Say **[It lives in the forest. It is big. What is it?]** (bear) and **[It lives in the pond. It has four legs. What is it?]** (frog). Yes = both.

Doing it in their own way (pointing, signs, the child's usual access) counts as **yes**. "Not yet" is normal for some children; the games can be played again any time. Saying a riddle aloud is a stretch and is **not** recorded.

Sources

- NCSSFL-ACTFL Can-Do Statements, Novice: https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do-Novice.pdf (read 10 November 2026; the quoted lines were checked against the rendered PDF pages). These are performance indicators and examples, not a curriculum, and the unit is not a full alignment. Lines used for this unit, quoted exactly:
  - Presentational, Novice Low (PDF page 23): function "I can name", context "very familiar people, places, and objects with the help of gestures, facial expressions, or visuals" (outcomes 1 and 2).
  - Interpersonal, Novice Low (PDF page 19): "I can provide information by answering a few simple questions", context "on very familiar topics, with the help of gestures,

facial expressions, and visuals", text type "using practiced or memorized words and phrases" (outcomes 2 to 5).
    - Interpersonal, Novice Mid (PDF page 19): "I can request and provide information by asking and answering simple questions" (the pair riddle game in lesson 5, a stretch for some children).
    - Presentational writing, Novice Low (PDF page 23): "I can label familiar people, places, and objects in pictures and posters." (the class animal poster in lesson 5, where children stick ready-written word labels on the picture).
- 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. The pair riddle game in lesson 5 is an information gap: only the child making the riddle knows the animal.
- 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 (lessons 1 and 2).

Known gaps and cautions

- Two other agents (Gemini 4 Carbon and Gemini 4 Argon, both at e302480) text-checked this unit on 2026-11-11 and reported no errors. Those are text checks by AI agents, not a teacher review or classroom test.
- **No pronunciation help**, as in earlier units. Use a fluent speaker's recording if needed.
- **Grammar differs:** this unit cannot say how "in the forest", size and colour words, or "it has" work in your language (see the grammar warning). Check with a fluent speaker.
- **Word choices are the author's.** The Can-Do Statements describe what learners can do; they do not list words for a grade 2 class. The six new animals and four places were chosen because they are easy to draw and act; swap them for local animals and places if needed (and change the riddles to keep one answer each).
- **The animal table is a game rule, not science.** Where real animals live is a science topic; this unit does not teach it, and children who say "ducks live on farms too" are right.
- **Animal sounds are left out**, as in kindergarten, because they differ between languages. A teacher may add the language's own animal sounds.
- Timings are untested. The riddles use only two sentences each; longer riddles are a possible extension.

The lesson order matters: children meet the animals (lesson 1) before placing them (lesson 2), learn size and colour phrases (lesson 3) and "has" (lesson 4) before putting sentences together into riddles and the check (lesson 5).

Lesson 1: Six new animals

Unit overview - Next: Lesson 2: Where does it live?

Goal: Children point to or act out twelve animals (six from kindergarten and six new ones) when the teacher names them.

Length: about 30 minutes.

Materials

- The word card.
- The twelve large animal picture cards.
- Tick and cross cards (not needed today, but keep them to hand).
- Ear defenders and a quiet spot.
- Optional: the toy animals for blind or low-vision children.

Steps

✎ Opening (3 min)

Greeting chant. Then say each kindergarten animal word and do its action; children copy: **[cat]** (lick a paw), **[dog]** (wag a tail), **[bird]** (flap), **[fish]** (swimming hand), **[frog]** (hop, or bounce hands on knees), **[duck]** (waddle, or a beak with one hand).

Warm-up: do what I say (7 min)

Hold up the six kindergarten animal cards one by one and say the word; children do the action. Then put the cards down and **only say** the words, in a mixed order, faster and slower; children do the action. Finish with three slow ones so everyone succeeds. This is listening practice: children do not need to say anything.

✎ Main activity: six new animals (12 min)

1. **Meet the new animals (5 min).** Hold up each new card, say the word three times, and show its action. Children copy the action and may say the word:
   - **[horse]**: gallop on the spot (seated: tap hands fast on knees);
   - **[cow]**: two fingers as horns on the head, then chew slowly;
   - **[sheep]**: draw small curly circles on top of your head (the wool);
   - **[pig]**: a loose fist in front of your nose (the snout);
   - **[rabbit]**: two fingers up as ears, small hops (seated: one hand hops on the table);
   - **[bear]**: big slow paws, swaying from side to side.
2. **Animal parade (4 min).** Say the twelve animals in a mixed order, old and new; children do the action. Every few words, hold up the card **after** the children have moved, so they can see if they were right.

3. **Which card? (3 min).** Stick the twelve cards in a row on the board. Say a word; a volunteer comes and points to the card (or the whole class points from their seats). Volunteers may be helped by a friend.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Which animals did we know already from kindergarten?" (Cat, dog, bird, fish, frog, duck.)
- "Which action helped you remember a new animal word? Why?" (Any answer; for example, the rabbit ears, because they look like a rabbit.)

✓ Closing check (with answers) (5 min)

Hold up two cards, one in each hand. Say one word with **no action**. Children point to the hand with that animal (or say "this hand" by tapping the left or right side of their table). Do four rounds:

1. Left hand horse, right hand cow; say **[horse]**.
2. Left hand cat, right hand rabbit; say **[rabbit]**.
3. Left hand bear, right hand dog; say **[bear]**.
4. Left hand sheep, right hand pig; say **[pig]**.

Answers: left; right; left; right.

Vocabulary

[horse], **[cow]**, **[sheep]**, **[pig]**, **[rabbit]**, **[bear]**; review **[cat]**, **[dog]**, **[bird]**, **[fish]**, **[frog]**, **[duck]**.

Differentiation

- **Support:** in the parade and the check, use only the six new animals; let the child copy a partner's action first.
- **Stretch:** a child says a word and the class does the action (the child is the "teacher").

⚠ Safety

- Actions are done on the spot, with space between children. Every action has a seated version.

Teacher notes

- **Never ask about pets.** If a child says "I have a dog", smile, say **[dog]** with the action, and go on.

- No child has to act out an animal they do not want to (some children are frightened of dogs or bears); they can point to the card instead.
- Blind children hold the toy animal while you say its word, and do the action with the class.
- If the language is a sign language, the animal signs are the words; the actions above are only for hearing classes and may be left out.

Lesson 2: Where does it live?

Unit overview - Previous: Lesson 1: Six new animals - Next: Lesson 3: A big brown bear

Goal: Children understand **[It lives in the ___]** and point to the right place (house, farm, forest, pond) when asked **[Where does the ___ live?]** about an animal card.

Length: about 30 minutes.

Materials

- The word card.
- The twelve large animal picture cards.
- The four large place cards: house, farm, forest, pond.
- The four place mats, taped flat to the floor in four corners of the room before the lesson.
- The small animal cards from the pair card sets: one animal card per child (with 24 or more children, each animal is used two or three times).
- Ear defenders and a quiet spot.
- Optional: the toy animals and the tactile place cards for blind or low-vision children.

Steps

✎ Opening (3 min)

Greeting chant. A quick animal parade: say six animals (three old, three new); children do the actions.

Warm-up: four places (7 min)

1. Hold up each place card, say the word three times and do the gesture (point to the card): **[house]**, **[farm]**, **[forest]**, **[pond]**. Children may say the words.
2. Stick the four place cards on the board in this order and write a large number above each: **1** house, **2** farm, **3** forest, **4** pond. Say a place; children hold up that many fingers (or point).
3. In the school language, explain the game rule: "In our game, every animal has **one** home. Real animals can live in lots of places: ducks live on farms and in parks too. But in our game, the duck's place is the pond."

✎ Main activity: walk to the place (12 min)

1. **Hear it (4 min).** Hold up each large animal card and say where it lives, with the gesture (point to the animal, then sweep your hand to the place card): **[The horse lives on the farm.]** Do all twelve, following the table in the unit overview. Children only listen and watch.
2. **Walk to the place (5 min).** Give each child one small animal card. Say a sentence, for example **[The rabbit lives in the forest.]** Children holding a rabbit walk to the forest mat (or point from their seat, or a partner carries the card). Do all twelve

animals; children stay on their mat. At the end, each mat has its animals: walk round and say them together, **[On the farm: horse, cow, sheep, pig.]**

3. **Point to it (3 min).** Children go back to their seats. Hold up a large animal card and ask **[Where does the ___ live?]** with the open-hand gesture; children point to the right corner of the room or hold up the number of the place card.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Do ducks only live on ponds?" (No. Real ducks live on farms, in parks and in many places. In our game the duck's place is the pond.)
- "Which word helped you find your corner?" (The place word: house, farm, forest or pond.)

✓ Closing check (with answers) (5 min)

Hold up an animal card and ask, with no gesture, **[Where does the ___ live?]** Children hold up the number of the place card on the board (1 house, 2 farm, 3 forest, 4 pond), or say or sign the place:

1. frog
2. cow
3. rabbit
4. cat

Answers: 4 (pond); 2 (farm); 3 (forest); 1 (house).

Vocabulary

[house], **[farm]**, **[forest]**, **[pond]**, **[It lives in the ___]**, **[Where does ___ live?]**; review the twelve animals and the numbers one to four.

Differentiation

- **Support:** use only two places (farm and pond) and their animals; the child walks with a partner.
- **Stretch:** a child says a sentence for the class, **[The pig lives on the farm]**, and the others check by pointing.

⚠ Safety

- Children walk, not run. Keep the mats taped flat and the paths between them clear.

Teacher notes

- **"Where does it live?" is about the cards only.** Never ask children where they live, what their home is like or whether they have pets. If a child tells you, listen kindly and go back to the game.
- "In the forest", "on the farm" and "at the pond" may use different little words, or none, in your language. Say each sentence the way the language says it; children only need to understand it.
- Blind children hold a toy animal and are guided to the right mat by a partner; they learn the places by touching the tactile place cards while you say the words.

Lesson 3: A big brown bear

Unit overview - Previous: Lesson 2: Where does it live? - Next: Lesson 4: It has wings

Goal: Children understand **[big]**, **[small]**, **[It is big]** and **[It is brown]**, and pick out an animal picture by size and colour, for example **[the small black bear]**.

Length: about 30 minutes.

Materials

- The word card.
- The twelve large animal picture cards.
- The ten large colour cards from term 1.
- One set of eight size cards per pair (big brown bear, small brown bear, big black bear, small black bear, big white rabbit, small white rabbit, big brown rabbit, small brown rabbit).
- Ear defenders and a quiet spot.
- Optional: the tactile size cards (big and small felt bear and rabbit shapes) for blind or low-vision children.

Steps

✎ Opening (3 min)

Greeting chant. Stick the ten colour cards on the board. Say colours in a mixed order; children point. Finish with **[brown]**, **[black]** and **[white]**, the colours used today.

Warm-up: big or small? (7 min)

1. Say **[big]** with hands wide apart and **[small]** with finger and thumb close together. Children copy. Say the words in a mixed order; children show the gesture.
2. Hold up animal cards and say **[It is big]** or **[It is small]**, following the table in the unit overview (horse, cow, bear and dog big; cat, rabbit, frog and duck small). Children copy the gesture. Then hold up a card and only ask with the gesture of a question (palms up); children show big or small.
3. Hold up the bear card and say **[It is big. It is brown.]** pointing to the brown colour card. Do the same with the sheep (**[It is small. It is white.]**) and the cat (**[It is small. It is black.]**).

✎ Main activity: which bear? (12 min)

1. **Model it (2 min).** Lay out one set of size cards where the class can see (on a table with children around, or under a document camera if you have one). Say **[the big black bear]** and pick up that card. Do one more: **[the small white rabbit]**.
2. **Find it in pairs (6 min).** Each pair lays out its eight size cards face up. Say a phrase, for example **[the small brown bear]**; pairs point to the card together and hold it up. Look round, then put it back. Do all eight cards in a mixed order.

3. **Partner turn (4 min).** One child chooses a card in their head and shows it to the partner with the size gesture and the colour word (said, signed, or by pointing to the colour card on the board), then the word **[bear]** or **[rabbit]** (said, signed or with the rabbit-ears or big-paws action). The partner picks up the card. Swap.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why did you need two words to find the right bear?" (Because two bears are brown and two bears are small; only size **and** colour together tell you which one.)
- "Is a small bear smaller than a big rabbit in real life?" (No, a real bear is much bigger than any rabbit. "Big" and "small" in our game only compare the pictures with each other.)

✓ Closing check (with answers) (5 min)

Each pair lays out only the four rabbit size cards. Say each phrase with no gesture; pairs hold up the card:

1. **[the big white rabbit]**
2. **[the small brown rabbit]**
3. **[the small white rabbit]**

Answers: the big white one; the small brown one; the small white one. Note which pairs hesitate; play the main activity again with them later.

Vocabulary

[big], **[small]**, **[It is ___]**; review **[brown]**, **[black]**, **[white]**, **[bear]**, **[rabbit]** and the other colours.

Differentiation

- **Support:** use only the four bear cards; or say only the size or only the colour, with two cards to choose from.
- **Stretch:** describe a card in a full phrase for the partner, **[the big brown rabbit]**, said or signed.

⚠ Safety

- Nothing to note beyond the usual classroom rules.

Teacher notes

- In many languages size and colour words come after the animal, or change their ending with it. Say the phrase the way the language says it; children only need to understand it.
- Brown, black and white were chosen because they are usually easy to tell apart. If a child mixes up only colours, note it privately (see the unit overview); do not count it as a language gap.
- Blind children use the tactile size cards: they find **[the big bear]** and **[the small rabbit]** by touch, and hear the colour words without being asked to use them.

Lesson 4: It has wings

Unit overview - Previous: Lesson 3: A big brown bear - Next: Lesson 5: Little Hill animal riddles

Goal: Children understand **[It has wings]**, **[It has a tail]**, **[It has four legs]** and **[It has two legs]**, sort animals by them, and solve their first two-sentence riddles.

Length: about 30 minutes.

Materials

- The word card.
- The twelve large animal picture cards and the four large place cards.
- The four large "has" cards: a wing, a tail, four legs, two legs.
- One small card set per pair (only the twelve animal cards are needed today).
- Ear defenders and a quiet spot.
- Optional: the toy animals for blind or low-vision children.

Steps

✎ Opening (3 min)

Greeting chant. Hold up three animal cards (horse, frog, rabbit) and ask **[Where does the ___ live?]**; children point to the place card on the board.

Warm-up: it has... (7 min)

1. Hold up each "has" card and say the phrase with its gesture: **[It has wings]** (flap both hands), **[It has a tail]** (wiggle one hand behind your back), **[It has four legs]** (four fingers walking on the table), **[It has two legs]** (two fingers walking). Children copy.
2. Hold up the duck card: **[It has wings. It has two legs.]** Then the horse: **[It has four legs. It has a tail.]** Then the fish: **[It has a tail.]** Children copy the gestures.
3. Say a "has" phrase without a card; children do the gesture.

✎ Main activity: sort and solve (12 min)

1. **Sort (6 min).** Each pair lays out its twelve small animal cards. Hold up a "has" card and say the phrase; pairs push forward every animal that has it. Check together, then push them back. Do three rounds:

    - **[It has wings]**: bird, duck.
    - **[It has two legs]**: bird, duck.
    - **[It has four legs]**: cat, dog, horse, cow, sheep, pig, rabbit, bear, frog.

    (Leave "a tail" out of the sorting: a bear's tail is very short, and the frog card has none, so it starts arguments. It stays as a word.) 2. **First riddles (6 min).** Stick the twelve large animal cards on the board. Say each riddle slowly, twice, with the gestures; pairs find the animal among their small cards and hold it up. Then a volunteer points to it on

the board. 1. **[It lives in the pond. It has wings. What is it?]** (duck) 2. **[It lives in the forest. It has wings. What is it?]** (bird) 3. **[It lives on the farm. It is pink. What is it?]** (pig) 4. **[It lives in the house. It is big. What is it?]** (dog) 5. **[It lives in the pond. It is orange. What is it?]** (fish) 6. Stretch, three sentences: **[It lives on the farm. It is big. It is brown. What is it?]** (horse)

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why does a riddle need two sentences?" (One sentence fits lots of animals: three animals live in the pond. The second sentence shows which one.)
- "Which animals have wings?" (The bird and the duck.)

✓ Closing check (with answers) (5 min)

Say each riddle twice, with **no gestures**. Pairs hold up the small card:

1. **[It lives in the house. It is small. What is it?]**
2. **[It lives in the pond. It is green. What is it?]**
3. **[It lives on the farm. It is black and white. What is it?]**

Answers: cat; frog; cow.

Vocabulary

[It has ___], **[wings]**, **[a tail]**, **[four legs]**, **[two legs]**, **[What is it?]**; review the animals, places, sizes and colours.

Differentiation

- **Support:** give the pair only the animals for one place (for example the four farm animals), so each riddle has fewer choices.
- **Stretch:** after the closing check, a child makes up a riddle for the class (said, signed, or by holding up a place card and a "has" card).

⚠ Safety

- Nothing to note beyond the usual classroom rules.

Teacher notes

- "It has" may be a different verb, or a phrase like "with it are", in your language; "it" may change with the animal or be left out. Say it the way the language says it.
- Colour clues (pink, orange, green, black and white) help most children, but a child who cannot tell some colours apart may get those riddles wrong for a reason that is not language. The one-to-one check uses riddles that need no colour.

- Blind children sort the toy animals by touch (wings, legs) and solve the riddles with the toys.

Lesson 5: Little Hill animal riddles

Unit overview - Previous: Lesson 4: It has wings

Goal: Children use what they have learned to place animals on a class poster, solve and make riddles in pairs, and show what they know in a short one-to-one check.

Length: about 30 minutes (the one-to-one check is spread over the week).

Materials

- The word card.
- The twelve large animal picture cards, the four large place cards and the four large "has" cards, stuck on the board.
- The class animal poster, the spare set of twelve small animal cards, and the twelve word labels (written by the teacher), with tape or reusable putty (teacher only).
- One small card set per pair (twelve animals, four places, four "has" cards) and one riddle strip per pair.
- **Check things:** the six new animal cards (horse, cow, sheep, pig, rabbit, bear); the four place cards; the four bear size cards; the bird, fish and horse cards; the duck, frog, fish, bear, rabbit and bird cards; the record sheet (class list with five columns).
- Ear defenders and a quiet spot.
- Optional: the toy animals, tactile place cards and tactile size cards for blind or low-vision children.

Steps

✎ Opening (3 min)

Greeting chant. Do the four "has" gestures together, then ask **[Where does the duck live?]** and **[Where does the bear live?]**; children point to the place cards.

Warm-up: our animal poster (5 min)

Hold up a small animal card and say where it lives: **[The cow lives on the farm.]** A volunteer sticks the card on the right place on the poster (the teacher fixes it with putty). Then hold up two word labels, read each one aloud, and ask **[Which one says "cow"?]**; the volunteer points, and you stick that label beside the animal. Do six animals now; finish the other six at odd moments in the week. The poster stays on the wall.

✎ Main activity: the riddle game (14 min)

1. **Model it (2 min).** With a volunteer, show the game at the front. Think of an animal (the bear), and put two clue cards on the riddle strip: the forest place card and the four-legs "has" card. Say **[It lives in the forest. It has four legs. What is it?]** The volunteer points to an animal. If it is the rabbit, show **[no]**: two animals fit, so add a third clue, **[It is big]** (the gesture). The volunteer points to the bear: **[yes]**.

2. **Play in pairs (8 min).** Each pair lays out the twelve animal cards face up, with the place and "has" cards in a pile. The riddle-maker thinks of an animal (without touching it), puts a place card and a "has" card on the strip (or says a size or colour as the second clue), and may say the riddle. The partner points to an animal; the riddle-maker answers **[yes]** or **[no]**, and adds a clue if two animals fit. Swap after each riddle. Walk round and help with words, not with the answers.
3. **Checks begin (4 min).** While pairs keep playing, start the one-to-one check (see below) with one or two children. Carry on with the rest of the class over the week.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "When was a riddle hard to guess?" (When two animals fit both clues; for example, the forest and four legs fit the rabbit and the bear. Then you need one more clue.)
- "What clue helped you most?" (Any answer; for example, the place, because it leaves only three or four animals.)

✓ Closing check (with answers) (5 min)

Say each riddle twice, with no gestures. Pairs hold up the small card:

1. **[It lives in the house. It is brown. What is it?]**
2. **[It lives on the farm. It is small. It is white. What is it?]**
3. **[It lives in the pond. It is yellow. What is it?]**

Answers: dog; sheep; duck.

One-to-one check (about 3 minutes each child, over the week)

Use the five parts in the unit overview's Assessment section, with no gestures and no pointing. Record each part as **yes**, **with help** or **not yet**. In short:

1. Point to **[horse]**, **[rabbit]**, **[bear]** and **[pig]** among the six new animal cards (yes = four of four).
2. **[Where does the fish / the cow / the bear live?]** with the four place cards (pond, farm, forest; yes = three of three).
3. **[the small brown bear]** and **[the big black bear]** among the four bear size cards (yes = both; blind children: see the overview).
4. With the bird, fish and horse cards: **[It has wings. What is it?]** (bird), **[It has four legs. What is it?]** (horse) (yes = both).
5. With the duck, frog, fish, bear, rabbit and bird cards: **[It lives in the forest. It is big. What is it?]** (bear), **[It lives in the pond. It has four legs. What is it?]** (frog) (yes = both).

Doing it in their own way counts as **yes**. Saying a riddle aloud is a stretch and is not recorded.

Vocabulary

Review of the whole unit: the twelve animals, **[house]**, **[farm]**, **[forest]**, **[pond]**, **[It lives in the ___]**, **[big]**, **[small]**, **[It is ___]**, **[It has ___]**, **[What is it?]**, **[yes]**, **[no]**.

Differentiation

- **Support:** play the riddle game with only the animals of two places (for example the farm and the pond); the riddle-maker only puts cards on the strip and does not speak.
- **Stretch:** make a three-clue riddle and say or sign all of it; or stick a word label on the poster without help after hearing the word.

⚠ Safety

- The teacher handles the tape or putty. Children do not climb to reach the poster; put it low on the wall.

Teacher notes

- The riddle game is an information gap: only the riddle-maker knows the animal, so the partner really needs the clues.
- Some clue pairs fit two animals (forest and four legs; farm and four legs). That is part of the game: a third clue solves it.
- **Never ask about children's own pets or homes**, even in the riddle game ("Make a riddle about your dog" is not used). Riddles are about the Little Hill animal cards only.
- Blind children play with the toy animals and tactile place cards, and the partner reads the strip aloud.

Grade 2 Second Language: A Short Scene (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 11 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check it against your school's rules before use. Every hidden or lost thing in this unit is a class prop (a class crayon, a class book, a class bag). Children are never asked where their own things are, and nobody looks in another child's bag, tray or desk.
>
> Text-checked by three other agents (Gemini 3.8 Flash, Gemini 4 Argon and Gemini 4 Carbon); see Known gaps.

Back to the grade 2 year plan - Term 3. Builds on grade 2 term 2: Animals and Where They Live, grade 2 term 1: Things in the Classroom, and grade 1 term 3: A Picture Story with Yes/No and "Who?" Questions.

In grade 1 children listened to a picture story about Bear, Duck, Hen and Mouse and answered questions about it. In term 1 of grade 2 they learned classroom words and colours; in term 2 they learned **[It is ___]** and short describing sentences. This unit adds three place words, **[in]**, **[on]** and **[under]**, the question **[Where is ___?]**, the answer **[It is in / on / under the ___]**, the yes/no question **[Is it in / on / under the ___?]** and **[Here it is!]**. At the end, small groups act out a short picture story, "Where is the red crayon?", with simple props.

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 **[It is under the table]**, mean "say this in the language you are teaching".

English meaning	Your language	Gesture or picture to go with it
in		one hand drops into the other, cupped hand
on		one flat hand rests on top of the other fist
under		one flat hand, palm down, stays still; the other hand slides underneath it
Where is ___?		palms up, shoulders up, looking left and right
It is in / on / under the ___		point to the thing, then do the place gesture
Is it in / on / under the ___?		the place gesture, with eyebrows up
Here it is!		both hands hold up the thing
box		the class box or its picture card
(review from term 1) book, chair, table, pencil, crayon, ruler, bag, red		point to the real object or colour card
(review from grade 1) bear, duck, hen, mouse, happy, sad, Oh no!, The end		the grade 1 character actions and gestures

English meaning	Your language	Gesture or picture to go with it
(review) yes, no, thank you		as in earlier units (or the tick and cross cards)

Character actions (as in grade 1): **bear** = slow, heavy steps with big paws; **duck** = waddle, or a beak made with one hand; **hen** = peck with the head and tuck the hands in like wings; **mouse** = two fingers make whiskers by the nose.

Grammar warning: languages differ a lot here. "In", "on" and "under" may be separate little words before the noun, words after the noun, or endings on the noun; the noun itself may change after them. Some languages use one word for both "in" and "on", or different words for "on a table" and "on a wall". "Where is" may change with the thing, and "it" may be a different word for different things, or be left out. Yes/no questions are made in different ways (a question word, a change in word order, or just a questioning voice). Say every phrase the way the language really says it. Children only need to **understand** the phrases and **show** their answers; saying them is invited, never required.

Gesture warning: if thumbs up or thumbs down is rude where you live, use the tick and cross cards (or the school's usual signs) everywhere this unit says "yes or no".

The story: "Where is the red crayon?"

Six picture cards (an original story by the author, CC0, free to change; draw them simply, any style is fine):

1. Mouse sits at a table with paper, looking sad. **[Oh no! Where is the red crayon?]**
2. Duck looks into a bag. **[Is it in the bag?]** Duck shakes their head: **[No.]**
3. Hen looks at a chair. **[Is it on the chair?]** Hen shakes their head: **[No.]**
4. Bear bends down and looks under the table. **[Is it under the table? Yes! Here it is!]**
5. Bear gives Mouse the red crayon. Mouse is happy: **[Thank you!]**
6. Mouse holds up a drawing of the four friends. Everyone is happy. **[The end.]**

Draw sad and happy faces clearly (mouth shape **and** a tear for sad), not by colour. Draw the crayon with a thick black outline so it can be found without seeing red.

Big idea

We can **say where things are** with a few practised words, **ask where something is**, and use those words with gestures and props to **act out a short story together**.

Outcomes

By the end of the unit, most children can:

1. Put a class object **[in]**, **[on]** or **[under]** another object when the teacher says so, and show the matching gesture.
2. Answer **[Where is the ___?]** about a class object or a story picture by pointing, placing, gesturing or saying **[It is in / on / under the ___]**.
3. Answer **[Is it in / on / under the ___?]** with **[yes]** or **[no]**.
4. Follow the picture story: point to the story card that matches a sentence they hear.

5. Take part in a small-group scene of the story with props, in any role (speaking, acting, holding the cards or moving the props); some children also ask **[Where is ___?]** in a pair game.

Prior knowledge

- A Picture Story with Yes/No and "Who?" Questions (grade 1 term 3): **[bear]**, **[duck]**, **[hen]**, **[mouse]** and their actions; **[happy]**, **[sad]**, **[Oh no!]**, **[The end]**; answering questions about picture cards.
- Things in the Classroom (grade 2 term 1): **[book]**, **[chair]**, **[table]**, **[pencil]**, **[crayon]**, **[ruler]**, **[bag]**, the colours; **[yes]**, **[no]**, **[thank you]**; a pair game with questions.
- Animals and Where They Live (grade 2 term 2): **[It is ___]** and short two-sentence clues.
- Children who missed earlier units can still take part; every word has a card, a prop or an action.

Lessons

Keep the 1-minute greeting chant at the start of each day.

Lesson	Title	Time	Core idea
1	In, on, under	30 min	Three place words with gestures; putting class objects in, on and under
2	Where is the crayon?	30 min	**[Where is ___?]** and **[Is it ___?]** in a class hiding game
3	Where is the red crayon? (the story)	30 min	The picture story with props; ordering the story cards
4	Where is the book? (pair game)	30 min	An information-gap pair game with picture sheets
5	Our short scene	30 min	Small-group scenes with props, and the one-to-one check

Timings: every lesson is 30 minutes (3 + 7 + 12 + 3 + 5; in lesson 5 the one-to-one check is spread over the week).

Materials

- The filled-in word card (above), kept where the teacher can see it.
- **Three large gesture cards:** in, on, under (a simple drawing of a ball in a box, on a box and under a box, with the hand gesture drawn beside it).
- **The six large story picture cards** (above), big enough to see from the back of the room.
- **The class props** for the story and the hiding game: one red crayon (thick, with a black band of tape round it), one cloth or paper bag, one classroom chair, one table, one lidless box (about shoe-box size), one book and a sheet of paper for Mouse's drawing. These belong to the class, not to a child.
- **A pair tray per pair** (lessons 1, 2 and 4): a small lidless box, a book, a pencil, a crayon and a ruler, all from the classroom.
- **A small set of story cards per group of four** (lessons 3 and 5): the six story pictures, card size.

- **Picture sheets per pair** (lesson 4): sheet A and sheet B (see lesson 4), a folder or book to stand up as a screen, one blank room sheet per child and four small object cards per child (book, pencil, crayon, ruler); plus a large copy of sheet A for the closing check.
- **Per group of four or five** (lesson 5): character cards for Bear, Duck, Hen and Mouse to hold or hang on a loop of soft string (or a clip-on badge), plus a "story card holder" card for a fifth role; a paper bag, a crayon from a pair tray and a sheet of paper. Each group uses its own classroom table and one of its chairs.
- **Tick and cross cards:** one of each per child, as in earlier units.
- **Check things** (lesson 5): one box, one book, one bag, one crayon, one pencil and one ruler on a small table; story cards 2, 3 and 4; the three gesture cards; 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: a second pair tray for the lesson 4 game, a **tactile story set** (story cards with a felt crayon shape glued in the place where it is found, and raised outlines of the bag, chair and table), and the class props to hold.
- Optional: a fluent speaker's recording of the word card.

⚠ Safety and access

Safety

- **Nobody stands or climbs on chairs or tables.** "On the chair" means the crayon goes on the chair. In the story, Bear bends down or kneels to look under the table; nobody crawls under it.
- Objects in the hiding game are hidden only in the three marked places (in the bag, in the box, on or under the class chair or table), never high up, and children walk, not run.
- Pencils and crayons stay in the pair tray when not in use; nothing small enough to swallow is used.
- String loops for character cards are soft and long enough to slip off easily (or use clip-on badges); never tie them.

Privacy

- **All hidden and lost things are class props.** Never ask "Where is your bag?" or "What is in your bag?", and never use a child's own belongings. Nobody looks in another child's bag, tray or desk.
- The story is about Mouse, not about a child who lost something. If a child talks about losing something of their own, listen kindly and go back to the game.

Taking part

- **Speaking and acting are optional.** Pointing, placing props, holding up cards, signs and gestures all count. In the scenes, holding the story cards or moving the props is a full role. Never make a child speak or act alone in front of others.
- **Scenes are shown only inside the group, or to one other group if the group wants.** There is no whole-class performance and no audience of parents.
- **Movement:** every gesture has a seated version. In the hiding game a partner can carry the object, or the child points from their seat. Wheelchair users place objects on a table at the right height, and "under" can be "under the book" on a tray.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.

- **Noise:** quiet spot and ear defenders allowed; in the hiding game the class answers with tick and cross cards, not shouting.

Seeing, hearing and colour

- **Colour vision:** the crayon has a black band, so it can be found without seeing red. If a child mixes up only colours, do not record it as a language gap.
- **Blind children:** place words are learned by touch: the child's hand goes in the box, on the box and under the box (ask first: "May I guide your hand?"). Use the tactile story set and the real props. Keep the check objects in fixed places and tell the child where each one is before asking.
- **Low-vision children:** large, high-contrast cards; seat them near the props.
- **Deaf or hard-of-hearing children:** keep your face visible; do the gesture every time you say the word.
- **If the language is a sign language:** place is shown with the hands in space, so the signs for "in", "on" and "under" may already show where the thing is. That is the language, and it is fine; in the check, ask the child to **place** or **point to** the object so you can see their answer.

Assessment

Lesson 5 includes a five-part check, done one-to-one (about 3 minutes each child; spread over the week). Put a box, a book, a bag, a crayon, a pencil and a ruler on a small table. Ask everything with no gesture and without pointing or looking at the answer. Record each part as **yes**, **with help** or **not yet**:

1. **Placing:** say **[Put the crayon in the box]**, **[Put the pencil on the book]** and **[Put the ruler under the book]**. Yes = three of three. (Then clear the table again.)
2. **Where is?:** while the child covers their eyes (or turns away), put the crayon in the bag and the pencil under the box. Ask **[Where is the crayon?]** (in the bag) and **[Where is the pencil?]** (under the box). The child may point, lift the bag or box, do the gesture or say it. Yes = both.
3. **Is it?:** put the ruler on the box while the child watches. Ask **[Is it under the box?]** (no) and **[Is it on the box?]** (yes). Yes = both.
4. **The story:** lay out story cards 2, 3 and 4, shuffled. Say **[It is under the table]** and ask the child to point to the card (card 4, Bear and the table). Then say **[Is it in the bag?]** and ask for the card (card 2, Duck and the bag). Yes = both.
5. **Gestures:** say **[in]**, **[on]** and **[under]** in a mixed order; the child points to the gesture card or does the gesture. Yes = three of three.

Doing it in their own way (pointing, signs, the child's usual access) counts as **yes**. "Not yet" is normal for some children; the games can be played again any time. Acting in the scene (outcome 5) and asking **[Where is ___?]** are **not** recorded: notice them, but do not score them.

Sources

- NCSSFL-ACTFL Can-Do Statements, Novice: https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do-Novice.pdf (read 10 November 2026; the quoted lines were checked against the rendered PDF pages). These are performance indicators and examples,

not a curriculum, and the unit is not a full alignment. Lines used for this unit, quoted exactly:
    - Interpersonal, Novice Low (PDF page 19): "I can provide information by answering a few simple questions", context "on very familiar topics, with the help of gestures, facial expressions, and visuals", text type "using practiced or memorized words and phrases" (outcomes 2 and 3).
    - Interpersonal, Novice Mid (PDF page 19): "I can request and provide information by asking and answering simple questions" (the pair game in lesson 4 and the hiding game in lesson 2, a stretch for some children).
    - Presentational, Novice Low (PDF page 23): function "I can name", context "very familiar people, places, and objects with the help of gestures, facial expressions, or visuals" (outcome 1 and the props in lesson 5).
    - Interpretive, fictional texts, Novice Low: "I can identify memorized or familiar words in short, straightforward fictional texts and media that are supported by gestures, facial expressions, or visuals" (outcome 4, the story in lesson 3).
- 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 (lessons 1 and 2).
- 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. The pair game in lesson 4 is an information gap: only one partner can see where the things are.

Known gaps and cautions

- Three other agents (Gemini 3.8 Flash at af601f7; Gemini 4 Argon and Gemini 4 Carbon at 4d5ec45) text-checked this unit on 2026-11-11 and reported no errors. Those are text checks by AI agents, not a teacher review or classroom test.
- **No pronunciation help**, as in earlier units. Use a fluent speaker's recording if needed.
- **Grammar differs:** this unit cannot say how "in", "on" and "under" work in your language (see the grammar warning). Check with a fluent speaker.
- **Word choices and the story are the author's.** The Can-Do Statements describe what learners can do; they do not list words or stories for a grade 2 class. A text search of the Novice Can-Do PDF (11 November 2026) found no line about learners acting out a scene; the nearest is an interpretive example about identifying actions described in a scene from a play (PDF page 16), which is about understanding, not acting. The scene in lesson 5 is the author's choice of activity (from the year plan), not something a source asks for.
- **Only one new noun (box) is added**; the rest are review words. Classes that did not do the term 1 unit need the classroom words first.
- **The story is very short on purpose.** Longer scenes, new characters or new hiding places are possible extensions.
- Timings are untested.

The lesson order matters: children learn the three place words with real objects (lesson 1) before asking **[Where is ___?]** in a game (lesson 2), meet the story with props (lesson 3), practise asking and answering in pairs (lesson 4), and only then act the story in small groups and do the check (lesson 5).

Lesson 1: In, on, under

Unit overview - Next: Lesson 2: Where is the crayon?

Goal: Children understand **[in]**, **[on]** and **[under]**, show them with gestures, and put class objects in, on and under other objects when the teacher says so.

Length: about 30 minutes.

Materials

- The word card.
- The three large gesture cards (in, on, under), stuck on the board.
- The class props: the red crayon (with its black band), the box, the book, the chair and the table.
- One pair tray per pair: a small lidless box, a book, a pencil, a crayon and a ruler.
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional: the class props for blind or low-vision children to hold.

Steps

✎ Opening (3 min)

Greeting chant. Hold up the book, the pencil, the crayon and the ruler, one at a time, and say each word; children point to the same thing in their pair tray. Then hold up the box and say the new word **[box]** three times; children point to their box.

Warm-up: three place words (7 min)

1. Hold up the red crayon. Put it **in** the box and say **[in]** while doing the "in" gesture (one hand drops into the other, cupped hand). Point to the "in" gesture card. Do it twice more.
2. Do the same with **[on]** (the crayon on the book; one flat hand rests on top of the other fist) and **[under]** (the crayon under the book; one flat hand stays still, the other slides underneath it).
3. **Show me.** Say **[in]**, **[on]** or **[under]** in a mixed order; children do the gesture. Start slowly, then speed up a little. Nobody is "out".
4. **What do you see?** Put the crayon in, on or under the box without speaking; children do the gesture. Then say the word together (saying it is invited, not required).

✎ Main activity: put it in, on, under (12 min)

1. **Teacher commands (6 min).** Pairs have their trays. Say one command at a time, with the gesture the first time and without it later:
    - **[Put the pencil in the box.]**
    - **[Put the crayon on the book.]**
    - **[Put the ruler under the book.]**

- **[Put the book on the box.]**
- **[Put the crayon under the box.]**
- **[Put the pencil on the book.]**

After each command, pairs put the things back in the tray. Walk round and look; if a pair is not sure, do the gesture again rather than telling them the answer. 2. **Big props (2 min).** Ask a volunteer to put the red crayon **[on the chair]**, then another to put it **[under the table]**, then **[in the box]**. Children who do not want to come to the front show the gesture from their seat. 3. **Pair turns (4 min).** One child points to a gesture card on the board (or does a gesture); the partner puts the crayon in, on or under the box. Swap after each turn. Children who want to may say the word too.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Which word was easiest to show with your hands? Why?" (Any answer; for example, "in", because the hand really goes inside.)
- "I put the crayon next to the box. Is it under the box?" (No. It is beside the box. "Under" means the box is on top of it.)

✓ Closing check (with answers) (5 min)

Put the red crayon in each place without speaking. Children show the gesture (or hold up the right finger: one for in, two for on, three for under, pointing to the gesture cards):

1. The crayon in the box.
2. The crayon under the book.
3. The crayon on the chair.

Answers: in; under; on.

Vocabulary

New: **[in]**, **[on]**, **[under]**, **[box]**, **[Put the ___ in / on / under the ___]**. Review: **[book]**, **[pencil]**, **[crayon]**, **[ruler]**, **[chair]**, **[table]**, **[red]**.

Differentiation

- **Support:** use only **[in]** and **[on]** at first, and add **[under]** when the child is ready; let a partner do the gesture together with the child.
- **Stretch:** give the partner a two-step command (**[Put the pencil in the box. Put the crayon on the book.]**), or say the place word aloud on each turn.

⚠ Safety

- Nobody stands or climbs on the chair or table: only the crayon goes on them.

- Pencils go back in the tray after each command.

Teacher notes and misconceptions

- Some children mix up **[on]** and **[under]** at first, because the two gestures use the same flat hand. Keep the gestures exactly the same each time, and say the word while you move the object.
- "Next to" is not taught in this unit. If a child puts the crayon next to the box for "under", show **[under]** again with the real box rather than saying "wrong".
- Blind children: ask "May I guide your hand?", then put their hand with the crayon in, on and under the box while you say the word.
- The pair trays and props belong to the class. Do not use children's own pencil cases or bags.

Lesson 2: Where is the crayon?

Unit overview - Previous: Lesson 1: In, on, under - Next: Lesson 3: Where is the red crayon? (the story)

Goal: Children understand **[Where is ___?]**, **[It is in / on / under the ___]**, **[Is it in / on / under the ___?]** and **[Here it is!]**, and use them in a class hiding game with one class crayon.

Length: about 30 minutes.

Materials

- The word card.
- The three large gesture cards (in, on, under), stuck on the board.
- The class props: the red crayon (with its black band), the bag, the box, the chair and the table, set out at the front where everyone can see them.
- One pair tray per pair: a small lidless box, a book, a pencil, a crayon and a ruler.
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional: the class props for blind or low-vision children to hold.

Steps

✎ Opening (3 min)

Greeting chant. Play "Show me" from lesson 1: say **[in]**, **[on]** or **[under]**; children do the gesture.

Warm-up: where is it? (7 min)

1. While everyone watches, put the red crayon under the table. Do the "Where is?" gesture (palms up, shoulders up, looking left and right) and say **[Where is the crayon?]** Point to the crayon and answer yourself: **[It is under the table.]** Do this for three places: under the table, in the bag, on the chair.
2. Now ask the class **[Where is the crayon?]** after each move; children point to the crayon and do the gesture. Some may say **[It is in the bag]**.
3. **Is it?** Put the crayon on the chair. Ask **[Is it in the bag?]**; children hold up the cross card (**[no]**). Ask **[Is it on the chair?]**; children hold up the tick card (**[yes]**). Do two more.
4. Pick up the crayon, hold it up with both hands and say **[Here it is!]** Children copy the gesture.

✎ Main activity: the hiding game (12 min)

1. **Class game (7 min).** The six hiding places are: in the bag, in the box, on the chair, under the chair, on the table, under the table. Point to each one and say it. One volunteer (the finder) covers their eyes or turns to face the wall. Another volunteer (the hider) quietly puts the red crayon in one of the six places, while the class watches. The finder turns round and asks a question, for example **[Is it in the bag?]**, by saying it, or

by pointing to the bag and the "in" gesture card while the teacher says it. The class answers with tick or cross cards. After three questions, if the crayon is not found, the class shows the place with the gesture. When the finder finds it, everyone says **[Here it is!]** Play four or five rounds with different children.
2. **Pairs (5 min).** One child closes their eyes; the partner puts the pencil in, on or under the box or the book in the pair tray. The first child asks **[Where is the pencil?]** or **[Is it under the book?]** (or points to a place); the partner answers **[yes]** or **[no]** with the cards, or says **[It is in the box]**. Swap after each turn.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How did the questions help the finder?" (Each **[no]** took a place away, so there were fewer places left to look.)
- "Why do we only hide the crayon in the six places we said?" (So that nobody climbs or looks in other people's things, and so the game is fair.)

✓ Closing check (with answers) (5 min)

Hide the crayon while everyone watches, then ask. Children hold up tick or cross cards, or point:

1. The crayon is under the table. **[Is it on the table?]**
2. The crayon is still under the table. **[Is it under the table?]**
3. The crayon is in the bag. **[Where is the crayon?]** (children point to the bag and do the "in" gesture)

Answers: no (cross); yes (tick); in the bag.

Vocabulary

New: **[Where is ___?]**, **[It is in / on / under the ___]**, **[Is it in / on / under the ___?]**, **[Here it is!]**. Review: **[in]**, **[on]**, **[under]**, **[bag]**, **[box]**, **[chair]**, **[table]**, **[crayon]**, **[pencil]**, **[yes]**, **[no]**.

Differentiation

- **Support:** in the class game, use only three hiding places (in the bag, on the chair, under the table); the finder may point instead of asking.
- **Stretch:** the finder asks every question aloud; or the hider answers with a whole sentence: **[No. It is not in the bag.]** (only if the teacher has added "not" to the word card).

⚠ Safety

- The hiding places are low and in plain sight of the class. Nobody climbs, crawls under furniture or runs; the finder bends down or kneels to look under the chair or table.

- The crayon is hidden only in the class bag and box, never in a child's bag, tray, desk or pocket.

Teacher notes and misconceptions

- Children often answer **[Where is ___?]** with **[yes]** or **[no]**. Show the difference with the gestures: "Where is?" is palms up and needs a place; "Is it?" has eyebrows up and needs yes or no.
- This is total physical response at first (children answer with actions) and becomes a simple information gap in the class game, because the finder does not know where the crayon is.
- Blind children can be the finder with a partner as guide: the partner places their hand near each place they ask about. Tell them the six places first, and keep the props in the same spots every time.

Lesson 3: Where is the red crayon? (the story)

Unit overview - Previous: Lesson 2: Where is the crayon? - Next: Lesson 4: Where is the book? (pair game)

Goal: Children follow a six-picture story, "Where is the red crayon?", told with real props, join in with the gestures and lines, and put the story cards in order.

Length: about 30 minutes.

Materials

- The word card.
- The six large story picture cards (see the unit overview).
- The three large gesture cards (in, on, under), stuck on the board.
- The class props: the red crayon (with its black band), the bag, the chair, the table, and a sheet of paper for Mouse's drawing.
- One small set of the six story cards per group of four, shuffled.
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional: the tactile story set for blind or low-vision children.

Steps

✎ Opening (3 min)

Greeting chant. Play one round of the hiding game from lesson 2 with the red crayon.

Warm-up: our four friends (7 min)

1. Hold up story card 6 (all four friends), point to each character and say the name with the grade 1 action: **[bear]** (slow, heavy steps), **[duck]** (waddle or a hand beak), **[hen]** (peck and tuck the hands in), **[mouse]** (finger whiskers). Children copy the action, seated or standing.
2. Review **[happy]** (big smile, both hands up), **[sad]** (one finger draws a tear), **[Oh no!]** (hands on cheeks) and **[thank you]**. Say a word; children show it.

✎ Main activity: the story (12 min)

1. **First telling (4 min).** Tell the story slowly with the large cards, and act each line with the real props (put the crayon under the table before you start, without saying anything):
    - Card 1: sit at the table with the paper, look sad. **[Oh no! Where is the red crayon?]**
    - Card 2: look into the bag. **[Is it in the bag?]** Shake your head. **[No.]**
    - Card 3: look at the chair. **[Is it on the chair?]** Shake your head. **[No.]**
    - Card 4: bend down and look under the table. **[Is it under the table? Yes! Here it is!]**

    - Card 5: give the crayon to "Mouse" (put it on the paper). **[Thank you!]** Look happy.
    - Card 6: hold up the paper. **[The end.]**
2. **Second telling (4 min).** Tell it again. This time children do the gestures with you (Oh no!, Where is?, in, on, under, Here it is!, happy) and say any lines they want to. Pause before **[No.]** and **[Here it is!]** so children can answer.
3. **Story cards in order (4 min).** Groups of four lay out their six small story cards. Say the line for one card at a time, in story order, without showing the big card; the group finds the card and puts it in a row. At the end, show the big cards in order so groups can check.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How did Mouse feel at the start, and at the end? Why?" (Sad at the start, because the red crayon was lost; happy at the end, because Bear found it and Mouse could draw.)
- "Who found the crayon, and where was it?" (Bear; under the table.)

✓ Closing check (with answers) (5 min)

Say one line from the story. Groups hold up the story card that matches it:

1. **[Is it on the chair? No.]**
2. **[Yes! Here it is!]**
3. **[Thank you!]**

Answers: card 3 (Hen and the chair); card 4 (Bear and the table); card 5 (Bear gives Mouse the crayon).

Vocabulary

Review of the whole story: **[bear]**, **[duck]**, **[hen]**, **[mouse]**, **[Oh no!]**, **[Where is the red crayon?]**, **[Is it in the bag?]**, **[Is it on the chair?]**, **[Is it under the table?]**, **[yes]**, **[no]**, **[Here it is!]**, **[thank you]**, **[happy]**, **[sad]**, **[The end]**.

Differentiation

- **Support:** give the group only cards 1, 4 and 6 to order (beginning, finding, end).
- **Stretch:** after the cards are in order, a child points to each card and says its line, or two children "read" the story to each other from the cards.

⚠ Safety

- When you act card 4, bend down or kneel; do not crawl under the table. Children copy the same way.

Teacher notes and misconceptions

- The story is told the same way every time. Children learn the lines by hearing them many times; they do not need to read them.
- Some children think the crayon "was in the bag first". If so, go back through cards 2 and 3 with the props: Duck looked and said **[No]**; Hen looked and said **[No]**.
- This story is about Mouse. Do not ask children to tell about things they have lost.
- Blind children follow the story with the tactile story set: guide their hand to the felt crayon on card 4 when you say **[Here it is!]**

Lesson 4: Where is the book? (pair game)

Unit overview - Previous: Lesson 3: Where is the red crayon? (the story) - Next: Lesson 5: Our short scene

Goal: Children ask and answer **[Where is the ___?]** in an information-gap pair game, placing small object cards on a picture of a room.

Length: about 30 minutes.

Materials

- The word card.
- The three large gesture cards (in, on, under), stuck on the board.
- The class props: the bag, the box, the chair and the table, at the front (children point to them as picture words in the game).
- **Picture sheets per pair:**
  - **Sheet A:** a simple drawing of a room with a table, a chair, a box and a bag. The book is on the chair, the pencil is under the table, the crayon is in the bag (its tip sticks out), and the ruler is in the box (its end sticks out).
  - **Sheet B:** the same room. The book is on the table, the pencil is in the box (its tip sticks out), the crayon is under the chair, and the ruler is in the bag (its end sticks out).
- **One blank room sheet per child:** the same room with the table, chair, box and bag, and nothing else.
- **Four small object cards per child:** a book, a pencil, a crayon and a ruler (simple drawings, big enough to hold and place).
- A large copy of sheet A for the closing check.
- A folder or book per pair to stand up as a screen.
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: two pair trays (box, book, pencil, crayon, ruler) instead of sheets (see Teacher notes).

Steps

✎ Opening (3 min)

Greeting chant. Say three lines from the story and let children do the gestures: **[Is it in the bag?]**, **[Is it on the chair?]**, **[Is it under the table? Yes! Here it is!]**

Warm-up: the blank room (7 min)

1. Hold up a blank room sheet. Point to the table, the chair, the box and the bag, and say each word; children point to the same thing on their own blank sheet.
2. Say **[Put the book on the chair.]** Children put their book card on the chair on their blank sheet. Do three more: **[Put the pencil under the table]**, **[Put the crayon in the box]**, **[Put the ruler in the bag]**.

3. Children clear their sheets.

✎ Main activity: the pair game (12 min)

1. **Model it (2 min).** With a volunteer, show the game at the front. You hold sheet A behind a folder screen; the volunteer has a blank room sheet and the four object cards. The volunteer asks **[Where is the book?]** (or holds up the book card with the "Where is?" gesture). You answer **[It is on the chair]**, pointing to the "on" gesture card and to the class chair. The volunteer puts the book card on the chair.
2. **Round 1 (4 min).** In each pair, child A has sheet A behind the screen; child B has a blank sheet and the four object cards. B asks about each object; A answers in words, or by pointing to a gesture card and a class prop (the bag, box, chair or table at the front). B places each card.
3. **Compare (1 min).** A lays sheet A beside B's sheet. Are the four things in the same places? Fix any that are not.
4. **Round 2 (4 min).** Swap: child B now has sheet B behind the screen, and child A has a blank sheet and the cards.
5. **Compare (1 min)** as before.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why did you need to ask your partner?" (Because only your partner could see the picture. You did not know where the things were.)
- "What helped when a word was hard?" (Any answer; for example, pointing to the gesture card, doing the gesture, or pointing to the real chair.)

✓ Closing check (with answers) (5 min)

Show the large copy of sheet A. Children answer by pointing to the gesture cards and props, doing the gesture, or with tick and cross cards:

1. **[Where is the ruler?]**
2. **[Where is the pencil? Is it on the table?]**
3. **[Where is the crayon?]**

Answers: in the box; no (cross), it is under the table; in the bag.

Vocabulary

Review: **[Where is the ___?]**, **[It is in / on / under the ___]**, **[Put the ___ in / on / under the ___]**, **[book]**, **[pencil]**, **[crayon]**, **[ruler]**, **[table]**, **[chair]**, **[box]**, **[bag]**, **[yes]**, **[no]**.

Differentiation

- **Support:** play with only two objects (the book and the pencil); the child who answers may point only, and the teacher says the words with them.

- **Stretch:** the child who answers uses a whole sentence each time (**[It is under the table]**); or the pair makes its own sheet by drawing the four things in new places, and plays again.

⚠ Safety

- Pencil and crayon here are paper cards; no sharp objects are needed for this lesson.

Teacher notes and misconceptions

- This is an information gap: only one partner can see where the things are, so the other really needs to ask. That is the point of the game; do not let children look over the screen.
- On the sheets, things that are "in" the bag or box stick out a little, so they can be drawn. Tell the class: "It is in the bag; you can just see the end."
- Some children answer with the object name only ("chair"). Accept it, then show the place gesture and say the whole answer with them.
- **Blind or low-vision children** play with a real pair tray instead of sheets: the partner who knows puts the real things in, on or under the box and the book in one tray behind a screen; the child who asks places the things in a second tray as they are told, then compares the two trays by touch.

Lesson 5: Our short scene

Unit overview - Previous: Lesson 4: Where is the book? (pair game)

Goal: Children act out "Where is the red crayon?" in small groups with simple props, in any role they choose, and show what they know in a short one-to-one check.

Length: about 30 minutes (the one-to-one check is spread over the week).

Materials

- The word card.
- The six large story picture cards and the three large gesture cards, stuck on the board.
- The class props: the red crayon (with its black band), the bag, the box, the chair and the table (for the closing check).
- **Per group of four or five:** one set of character cards (Bear, Duck, Hen, Mouse, on soft string loops or clip-on badges) and a "story card holder" card; one small set of the six story cards; a paper bag; a crayon from a pair tray; a sheet of paper. The group uses its own classroom table and one of its chairs as the other props.
- **Check things:** one box, one book, one bag, one crayon, one pencil and one ruler on a small table; story cards 2, 3 and 4; the three gesture cards; the record sheet (class list with five columns).
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional: the tactile story set and the class props for blind or low-vision children.

Steps

✎ Opening (3 min)

Greeting chant. Tell the story once with the big cards; children do the gestures and say any lines they like.

Warm-up: roles and props (7 min)

1. Show the five roles: **Mouse**, **Duck**, **Hen**, **Bear** and the **story card holder**, who holds up each story card at the right time and may say **[The end]**. Say clearly: "Every role is a real part of the scene. You can act, speak, hold the cards or move the props. Nobody has to speak."
2. Groups choose roles. In a group of four, the teacher or a neighbour group's card holder can help with the cards. A child who does not want a role helps set up the props.
3. Each group sets out its props: the paper goes on its table, the crayon goes under the table (put there before the scene starts), the bag goes on the floor by the table, and a chair stands nearby.

✎ Main activity: our short scene (12 min)

1. **Practise (6 min).** Each group acts the story twice, then swaps roles if they want to and acts it again. The story card holder shows each card; the actors do the actions and say their lines, or the card holder says the lines while the actors act. Walk round and help with words and order, not with acting.
2. **Show (4 min).** Groups that want to pair up with one other group and show their scene to each other; the watching group joins in with **[Here it is!]** and claps or shows "happy". Groups that do not want to show act the scene once more for themselves. There is no whole-class performance.
3. **Checks begin (2 min).** While groups tidy up and act again, start the one-to-one check (see below) with one or two children. Carry on with the rest of the class over the week.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "What did your group do well together?" (Any answer; for example, waiting for the card holder, or helping someone who forgot a line.)
- "How did the props help?" (Any answer; for example, they showed **in**, **on** and **under** without needing words, and made it easy to remember where to look.)

✓ Closing check (with answers) (5 min)

Use the class props. Children answer by pointing, doing the gesture, or with tick and cross cards:

1. Put the red crayon in the box. **[Where is the crayon?]**
2. With the crayon still in the box: **[Is it under the box?]**
3. Hold up story card 4. **[Who? Bear, Duck or Hen?]** (do the three actions) and **[Where is the crayon?]**

Answers: in the box; no (cross); Bear, and the crayon is under the table.

One-to-one check (about 3 minutes each child, over the week)

Use the five parts in the unit overview's Assessment section, with no gestures and no pointing. Record each part as **yes**, **with help** or **not yet**. In short:

1. **[Put the crayon in the box]**, **[Put the pencil on the book]**, **[Put the ruler under the book]** (yes = three of three).
2. With the crayon hidden in the bag and the pencil under the box: **[Where is the crayon?]** (in the bag), **[Where is the pencil?]** (under the box) (yes = both).
3. With the ruler on the box: **[Is it under the box?]** (no), **[Is it on the box?]** (yes) (yes = both).
4. With story cards 2, 3 and 4: **[It is under the table]** (card 4), **[Is it in the bag?]** (card 2) (yes = both).

5. **[in]**, **[on]**, **[under]** in a mixed order: the child points to the gesture card or does the gesture (yes = three of three).

Doing it in their own way counts as **yes**. Acting in the scene and asking **[Where is ___?]** are not recorded.

Vocabulary

Review of the whole unit: **[in]**, **[on]**, **[under]**, **[box]**, **[Where is ___?]**, **[It is in / on / under the ___]**, **[Is it in / on / under the ___?]**, **[Here it is!]**, the story lines, **[bear]**, **[duck]**, **[hen]**, **[mouse]**, **[Who?]**, **[happy]**, **[sad]**, **[yes]**, **[no]**, **[thank you]**, **[The end]**.

Differentiation

- **Support:** the card holder (or the teacher) says every line while the actors act; a child may act only the finding part (Bear).
- **Stretch:** the group changes the story: a different lost thing (the pencil or the ruler) or different places (in the box, on the table), and acts the new version; or a child says all the lines of one character.

⚠ Safety

- **Nobody stands or climbs on a chair or table, and nobody crawls under one.** Bear bends down or kneels to look under the table.
- Character-card loops are soft and long enough to slip off easily, or use clip-on badges.
- Leave walking space between groups.

Teacher notes and misconceptions

- Acting is optional, and so is speaking. A child who holds the cards, moves the props or helps set up has taken part. Never ask a child to act alone in front of the class.
- Some groups will want to act the scene again and again; that is good practice. Others finish quickly; offer the stretch (a new lost thing or new places).
- The scene is about Mouse's crayon. Do not let groups use a child's own belongings as the lost thing.
- Blind children can play any role. Bear's partner guides them to the table; the card holder can use the tactile story set and say each line.

Grade 3 Second Language: The Market (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 12 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check it against your school's rules before use. All money in this unit is made-up paper coins, and all shopping is done by story characters or in a class pretend shop. Children are never asked about their own or their family's money, shopping or food.
>
> Text-checked by three other agents (Gemini 3.8 Flash, Gemini 4 Carbon and Gemini 4 Argon); see Known gaps.

Back to the grade 3 year plan - Term 1. Builds on grade 2 term 3: A Short Scene, grade 1 term 1: Food Words and "I Like / I Don't Like", and kindergarten term 2: Numbers to Ten, Colours and Animals.

In grade 1 children learned ten food words; in kindergarten they counted to ten; in grade 2 they asked **[Where is ___?]** and acted a short scene. This unit adds four new food words, the numbers **[eleven]** to **[twenty]**, the tens **[ten]**, **[twenty]**, **[thirty]** ... **[one hundred]**, the word **[coins]**, the question **[How much is the ___?]**, the answer **[___ coins]**, and the polite request **[I would like the ___, please]** with **[Here you are]**. Children meet a short picture story, "Bear at the Market", then buy and sell picture-card food in a class pretend shop.

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 **[How much is the pear?]**, mean "say this in the language you are teaching".

English meaning	Your language	Gesture or picture to go with it
tomato, pear, fish, milk (new)		food picture cards
(review from grade 1) apple, banana, orange, grapes, carrot, bread, rice, egg, cheese, soup		food picture cards
eleven to twenty		the ten card plus a dot card (see Materials)
ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred		that many paper coins (one coin = ten), or the tens number card
coins		hold up a paper coin
How much is the ___?		point to the food, then rub thumb and fingers together (or hold up a coin) with eyebrows up
___ coins		the number card, then a coin
I would like the ___, please		hand on chest, then point to the food card
Here you are		both hands hold the card out
		as in earlier units

English meaning	Your language	Gesture or picture to go with it
(review) hello, goodbye, please, thank you, yes, no, Oh no!, The end, one to ten		

About the coins: every paper coin in this unit is worth **ten**. A price of **[thirty coins]** means "thirty", paid with three paper coins. This keeps all prices in tens, so children only need the tens words to shop. The word **[coins]** is the language's ordinary word for coins; do not use the name of a real currency.

Number warning: languages build numbers in very different ways. Some say "ten-one, ten-two" for eleven and twelve; some have special words for the teens; some say the ones before the tens; some count in twenties for some numbers (for example, a word like "four twenties" for eighty); and the word for "one hundred" may or may not include "one". Say every number the way the language really says it, and teach only that way. If the language's way is very different from the school language, spend an extra lesson on the numbers before lesson 3.

Grammar warning: the noun may change after a number (for example, the plural form, or a special form after some numbers), so **[thirty coins]** may not follow the pattern of **[two coins]**. "The", "a" and "some" work differently in different languages, or do not exist; say **[I would like the pear, please]** in the way a shopkeeper would really hear it. Polite requests also differ: in some languages the most natural form is "Please give me **" or just "**, please". Use the form a fluent speaker would use at a market stall. Children only need to **understand** the phrases and **show** their answers; saying them is invited, never required.

Gesture warning: if rubbing thumb and fingers together means something rude or unkind where you live, hold up a paper coin instead. If thumbs up or thumbs down is rude, use the tick and cross cards (or the school's usual signs) everywhere this unit says "yes or no".

The prices at Hen's stall

Lessons 3 and 4, the story and the check use the same **price board** for Hen's stall (made up by the author; free to change, but change it everywhere). Lesson 5 adds a second stall, Goat's, with different prices (see lesson 5):

Food	Price
apple	10 coins
carrot	20 coins
pear	30 coins
banana	40 coins
egg	50 coins
tomato	60 coins
bread	70 coins
milk	80 coins
cheese	90 coins
fish	100 coins

Each tens number appears once, so the board is also a tens chart. Orange, grapes, rice and soup are review words in lesson 1 only; they are not sold at the stall.

The story: "Bear at the Market"

Six picture cards (an original story by the author, CC0, free to change; draw them simply, any style is fine). Bear has **five coins** (fifty), drawn as five round coins in Bear's paw or on a small tray Bear carries.

1. Bear walks up to Hen's stall with five coins. **[Hello, Hen!]** Hen waves: **[Hello, Bear!]**
2. Bear points to the cheese. **[How much is the cheese?]** Hen: **[Ninety coins.]** Bear counts five coins and looks surprised: **[Oh no!]**
3. Bear points to the bread. **[How much is the bread?]** Hen: **[Seventy coins.]** Bear shakes their head: **[Oh no!]**
4. Bear points to the pear. **[How much is the pear?]** Hen: **[Thirty coins.]** Bear smiles: **[I would like the pear, please.]**
5. Hen gives Bear the pear: **[Here you are.]** Bear gives Hen three coins: **[Thank you!]** Hen: **[Thank you! Goodbye!]**
6. Bear sits under a tree, eating the pear, with two coins left and a big smile. **[The end.]**

Draw Bear's surprise and smile with clear face shapes (mouth and eyebrows), not by colour. Draw the coins large, with "10" on each, so children can count them on the card.

Big idea

At a market we can **name foods**, **ask how much something costs**, **understand prices in tens up to a hundred**, and **ask politely for what we would like**, using a few practised phrases with picture cards and pretend coins.

Outcomes

By the end of the unit, most children can:

1. Point to the right picture card when the teacher names one of the fourteen food words (ten review words and four new ones).
2. Show a number from **[eleven]** to **[twenty]** when it is said (with the ten card and a dot card, a number card, or by saying it).
3. Show a tens number from **[ten]** to **[one hundred]** when it is said, by counting out paper coins or pointing to the number card.
4. Answer **[How much is the ___?]** from the price board by pointing to the number card, showing the coins or saying **[___ coins]**.
5. Understand **[I would like the ___, please]** by handing over the right food card, and take part in the pretend shop in any role (stallholder, customer or coin counter); some children also ask **[How much is the ___?]** themselves.

Prior knowledge

- Food Words and "I Like / I Don't Like" (grade 1 term 1): **[apple]**, **[banana]**, **[orange]**, **[grapes]**, **[carrot]**, **[bread]**, **[rice]**, **[egg]**, **[cheese]**, **[soup]**; **[please]**, **[thank you]**.
- Numbers to Ten, Colours and Animals (kindergarten term 2): **[one]** to **[ten]**; the dot cards.
- A Short Scene (grade 2 term 3): asking questions in a pair game; acting a short story with props; Bear, Duck, Hen and Mouse.

- Grade 3 mathematics term 1, Equal Groups and Arrays, counts equal groups; counting coins in tens is the same idea, but it is **not** needed here: children count coins one at a time if they like.
- Children who missed earlier units can still take part; every word has a card, a coin or a gesture.

Lessons

Keep the 1-minute greeting chant at the start of each day.

Lesson	Title	Time	Core idea
1	Food at the market	30 min	Fourteen food words (four new) with picture cards and a "what's missing?" game
2	Eleven to twenty	30 min	The numbers eleven to twenty with the ten card and dot cards
3	Tens and prices	30 min	Counting coins in tens to one hundred; **[How much is the ___?]** with the price board
4	Bear at the Market	30 min	The picture story; **[I would like the ___, please]**; a pretend shop in groups
5	Our price list (pair game)	30 min	An information-gap pair game with price lists, and the one-to-one check

Timings: every lesson is 30 minutes (3 + 7 + 12 + 3 + 5; in lesson 5 the one-to-one check is spread over the week).

Materials

- The filled-in word card (above), kept where the teacher can see it.
- **Fourteen large food picture cards:** apple, banana, orange, grapes, carrot, bread, rice, egg, cheese, soup (from grade 1) and tomato, pear, fish, milk (new). Big enough to see from the back of the room.
- **The large price board** (above): the ten stall foods, each with its price written as a numeral and drawn as that many coins.
- **Large number cards:** 11 to 20, and the tens 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 (numerals only).
- **The ten card:** a large card with ten dots in two rows of five. Use it with the kindergarten **dot cards** 1 to 10 (for 13: the ten card and the 3 dot card side by side).
- **Paper coins:** round coins cut from thick card, about 5 cm across, each marked "10". Ten large coins for the teacher, plus **ten coins per pair** (lessons 3 and 5) or **per group** (lesson 4). They are pretend coins, not real or toy money of any country.
- **The six large story picture cards** (above).
- **A pretend shop per group of three or four** (lesson 4): the ten stall food cards (small), a small copy of the price board, ten paper coins, a tray or lidless box for the stall, and six **shopping cards** (each shows one stall food; see lesson 4).
- **Price-list sheets per pair** (lesson 5): sheet A and sheet B for Goat's stall (see lesson 5), a folder or book to stand up as a screen, and a pencil per child; plus a large copy of Goat's full price list for the closing check.
- **Small number cards per pair** (lessons 2 and 3): 11 to 20 and the ten tens, small enough to lay out on a desk.
- **A cloth or large sheet of paper** to cover cards in the "what's missing?" game (lesson 1).

- **Tick and cross cards:** one of each per child, as in earlier units.
- **Check things** (lesson 5): eight small food cards (apple, carrot, pear, banana, bread, fish, tomato, milk), small number cards 11 to 20 and the ten tens, ten paper coins, the ten card and dot cards, the small price board, 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 coins** (thick card with a raised dot or a punched hole in the centre, so each can be felt and counted), **tactile food cards** (a simple raised outline of each food) or large toy food that is too big to swallow, a **tactile ten card** (ten raised dots), and large-print copies of the lesson 5 sheets.
- Optional: a fluent speaker's recording of the word card and the numbers.

⚠ Safety and access

Safety

- **No real food is used**, because of allergies. Food is always picture cards (or large toy food for blind children). Nobody tastes anything.
- **No real money is used.** Coins are card, large enough that they cannot be swallowed.
- Children walk, not run, between stalls; stalls are on desks, not on the floor.

Privacy and money

- **Never ask** what children or their families buy, eat, can afford, or how much money they have, and never compare real prices. All shopping is done by Bear or in the pretend shop with the same ten coins for everyone.
- In the story, Bear cannot buy the cheese or the bread. Present it lightly: Bear chooses something else and is happy. If a child talks about money worries at home, listen kindly, go back to the game, and follow the school's usual steps for passing on a concern.
- Everyone in the pretend shop has the same coins, and everyone can buy something: every shopping card costs 100 coins or less.

Taking part

- **Speaking and acting are optional.** Pointing, handing over cards, counting out coins, holding up number cards and signs all count. In the pretend shop, being the stallholder, the customer or the coin counter is a full role. Never make a child speak or act alone in front of others.
- **Movement:** every gesture has a seated version. Children can stay at one stall and be visited, rather than walking between stalls.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.
- **Noise:** quiet spot and ear defenders allowed; in whole-class games children answer with cards, not shouting.

Seeing, hearing and colour

- **Colour vision:** food cards are drawn with clear shapes (a pear shape, a fish shape), so no food is known only by colour. If a child mixes up only colours, do not record it as a language gap.
- **Blind children:** use the tactile coins, tactile food cards or large toy food, and the tactile ten card. Keep the check things in fixed places and tell the child where each one is before asking. Counting coins by touch is a full answer.

- **Low-vision children:** large, high-contrast cards; seat them near the price board, or give them their own small copy.
- **Deaf or hard-of-hearing children:** keep your face visible; do the gesture or show the card every time you say the word.
- **If the language is a sign language:** number signs may look like the amount, and the sign for "how much" may already include a money sign. That is the language, and it is fine. In the check, if a sign shows its answer, ask the child to **point to** the number card, food card or coins instead, so the sign itself does not give the answer away.

Assessment

Lesson 5 includes a five-part check, done one-to-one (about 3 minutes each child; spread over the week). Ask everything with no gesture and without pointing or looking at the answer. Record each part as **yes**, **with help** or **not yet**:

1. **Food words:** lay out the eight small food cards (apple, carrot, pear, banana, bread, fish, tomato, milk), shuffled. Say **[tomato]**, **[fish]**, **[bread]** and **[pear]**; the child points to each. Yes = four of four.
2. **Eleven to twenty:** lay out the small number cards 11 to 20, shuffled. Say **[twelve]**, **[fifteen]** and **[nineteen]**; the child points to the card, or shows the number with the ten card and a dot card. Yes = three of three.
3. **Tens:** lay out the small tens cards, shuffled. Say **[thirty]**, **[seventy]** and **[one hundred]**; the child points to the card, or counts out that many paper coins (three, seven, ten). Yes = three of three.
4. **How much is?:** put the small price board in front of the child. Ask **[How much is the milk?]** (80) and **[How much is the carrot?]** (20). The child may point to the number on the board or the number card, count out coins, or say it. Yes = both.
5. **I would like:** put the eight food cards back in front of the child, who is the stallholder. Say **[I would like the banana, please]**, then **[I would like the fish, please]**. The child hands over each card. Yes = both.

Doing it in their own way (pointing, signs, coins, the child's usual access) counts as **yes**. "Not yet" is normal for some children; the games can be played again any time. Playing a role in the pretend shop and asking **[How much is the ___?]** (part of outcome 5) are **not** recorded: notice them, but do not score them.

Sources

- NCSSFL-ACTFL Can-Do Statements, Novice: https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do-Novice.pdf (read 12 November 2026; the quoted lines were checked against the rendered PDF pages). These are performance indicators and examples, not a curriculum, and the unit is not a full alignment. Lines used for this unit, quoted exactly:
  - Interpersonal, "How can I meet my needs or address situations in conversations?", Novice Low (PDF page 21): function "I can express some basic needs", context "related to very familiar activities with the help of gestures, facial expressions, or visuals", text type "using practiced or memorized words and phrases" (outcome 5).
  - Same page, Novice Mid: function "I can express and ask about needs"; example "I can ask and understand how much something costs." (outcome 4, and asking prices in lessons 3 to 5, a stretch for some children).

    - Interpersonal, Novice Low (PDF page 19): "I can provide information by answering a few simple questions"; example "I can respond to a basic math question using numbers." (outcomes 3 and 4).
    - Presentational, Novice Low (PDF page 23): function "I can name", context "very familiar people, places, and objects with the help of gestures, facial expressions, or visuals"; example "I can say numbers from 1-10." (food words in lesson 1; the numbers in this unit go beyond this example).
    - Interpretive, fictional texts, Novice Low (PDF page 14): "I can identify memorized or familiar words in short, straightforward fictional texts and media that are supported by gestures, facial expressions, or visuals" (the story in lesson 4).
- 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 (lessons 1 and 2).
- 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. The pair game in lesson 5 is an information gap: each partner knows only half the prices.

Known gaps and cautions

- Three other agents text-checked this unit at 066df5e on 2026-11-12. Gemini 3.8 Flash and Gemini 4 Argon reported no errors. Gemini 4 Carbon found three materials gaps in lessons 3 and 4 (cards and coins used in the steps but missing from the lesson materials lists); these were fixed in d4cf1b2, and Gemini 4 Carbon and Gemini 4 Argon re-checked the fixes the same day. Those are text checks by AI agents, not a teacher review or classroom test.
- **No pronunciation help**, as in earlier units. Use a fluent speaker's recording if needed.
- **Numbers differ a lot between languages** (see the number warning). This unit cannot say how your language builds the teens and tens. Check with a fluent speaker; some classes will need more time on numbers than this unit gives.
- **Numbers between the tens** (like 25 or 63) are not taught; every price is a tens number, and every coin is worth ten. This is the author's choice to keep the shop simple. The year plan says "numbers to 100": this unit covers eleven to twenty and the tens to one hundred, not every number to 100. Tens-and-ones numbers are a stretch in lesson 3.
- **Word choices, prices and the story are the author's.** The Can-Do Statements describe what learners can do; they do not list words, prices or stories for a grade 3 class. The example "I can say numbers from 1-10" is a Novice Low example; it does not say which numbers a grade 3 class should learn.
- **Money and food are sensitive topics.** The unit uses pretend coins, picture food and story characters only (see Privacy and money). Check the whole unit against your school's policies on money and food in class.
- Timings are untested.

The lesson order matters: children meet the food words (lesson 1) and numbers (lessons 2 and 3) before they hear them together in prices; they hear the story (lesson 4) before they shop in groups; and the pair game and check come last (lesson 5).

Lesson 1: Food at the market

Unit overview - Next: Lesson 2: Eleven to twenty

Goal: Children recognise fourteen food words (ten from grade 1 and four new: **[tomato]**, **[pear]**, **[fish]**, **[milk]**) by pointing to picture cards, and meet Hen's stall.

Length: about 30 minutes.

Materials

- The word card.
- The fourteen large food picture cards.
- The large price board (shown, but prices are not taught today).
- A cloth or sheet of paper big enough to cover a few cards (for "what's missing?").
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile food cards or large toy food.

Steps

✎ Opening (3 min)

Greeting chant. Hold up five of the grade 1 food cards one at a time (apple, banana, bread, egg, cheese) and say each word; children point or say it with you.

Warm-up: the old words (7 min)

1. Stick the ten grade 1 food cards on the board. Say each word and point; children say it with you or point from their seats.
2. Play **"Show me"**: say **[Show me the carrot]**; children point to the card (or, if the cards are on desks, hold it up). Do all ten words in a mixed order.
3. Ask yes/no questions about single cards: hold up the rice and say **[Is it soup?]** Children show the cross card. **[Is it rice?]** Tick.

✎ Main activity: four new words and "what's missing?" (12 min)

1. **New words (4 min).** Show **[tomato]**, **[pear]**, **[fish]** and **[milk]** one at a time. Say each word three times, with the card; children listen the first time, then join in or point. Add them to the board.
2. **Hen's stall (2 min).** Show the price board. Say, in the school language: "This is Hen's stall at the Little Hill market. Hen sells ten of these foods." Point to each food on the board and say its name; children point to the matching card on the board. Say that the numbers are prices, and the class will learn them soon.
3. **What's missing? (6 min).** Leave six cards on the board. Children close their eyes (or turn away); cover or take away one card. Children open their eyes; ask **[What is missing?]** in the language, or in the school language. Children say the word, or point

to where it was and the teacher says it. Play several rounds; let a child take a card away if they want to.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Which new food words did we learn today?" (Tomato, pear, fish, milk.)
- "Which foods on Hen's board did we already know from grade 1?" (Apple, carrot, banana, egg, bread, cheese.)

✓ Closing check (with answers) (5 min)

Hold up cards one at a time. Children show tick or cross:

1. Hold up the fish: **[Is it fish?]**
2. Hold up the pear: **[Is it a tomato?]**
3. Hold up the milk: **[Is it milk?]**
4. Hold up the tomato: **[Is it a pear?]**

Answers: tick; cross (it is a pear); tick; cross (it is a tomato).

Vocabulary

New: **[tomato]**, **[pear]**, **[fish]**, **[milk]**. Review: **[apple]**, **[banana]**, **[orange]**, **[grapes]**, **[carrot]**, **[bread]**, **[rice]**, **[egg]**, **[cheese]**, **[soup]**, **[Show me the ___]**, **[Is it ___?]**, **[yes]**, **[no]**.

Differentiation

- **Support:** play "what's missing?" with only four cards; children point to the gap instead of naming.
- **Stretch:** children take turns being the teacher: they say **[Show me the ___]** to the class.
- **Blind or low-vision children:** use tactile food cards or large toy food on their desk; for "what's missing?", a partner takes one away and the child feels which is gone.

⚠ Safety

- Picture cards (or large toy food) only; no real food, because of allergies.

Teacher notes and misconceptions

- "What is missing?" is a phrase for the teacher; children are not expected to say it. They only need to name or point.
- Some languages need "a" or "an" before a food word, or none, or a different word for things you can count (a pear) and things you cannot (milk). Say it the way the language says it.

- Do not ask children which foods they eat at home or like; that was the grade 1 unit, and this unit is about Hen's stall.

Lesson 2: Eleven to twenty

Unit overview - Previous: Lesson 1: Food at the market - Next: Lesson 3: Tens and prices

Goal: Children count on from **[ten]** to **[twenty]** and show a number from **[eleven]** to **[twenty]** when it is said, using the ten card and dot cards or number cards.

Length: about 30 minutes.

Materials

- The word card.
- The ten card and the kindergarten dot cards 1 to 10 (large).
- Large number cards 11 to 20.
- Small number cards 11 to 20, one set per pair.
- The fourteen large food picture cards (for the opening).
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: the tactile ten card, and dot cards with raised dots.

Steps

✎ Opening (3 min)

Greeting chant. Show five food cards (tomato, pear, fish, milk, apple) and say **[Show me the ___]** for each in a mixed order; children point.

Warm-up: one to ten (7 min)

1. Count **[one]** to **[ten]** together, with fingers or claps, as in kindergarten.
2. Hold up dot cards in a mixed order; children say the number or show it on their fingers.
3. Hold up the ten card. Count its dots together: there are ten. Say **[ten]**.

✎ Main activity: eleven to twenty (12 min)

1. **Ten and some more (5 min).** Put the ten card on the board. Put the 1 dot card next to it and say **[eleven]**, holding up the 11 number card. Swap in the 2 dot card: **[twelve]**, with the 12 card. Go on to the 10 dot card: **[twenty]**. Children say the numbers with you or point. Then count from **[ten]** to **[twenty]** together, pointing at the cards.
2. **Show me (3 min).** Say a number from **[eleven]** to **[twenty]**. Children point to the large number card on the board. Do six numbers in a mixed order.
3. **Pair game: find it (4 min).** Each pair spreads its small number cards 11 to 20 face up. The teacher says a number; the first partner to touch the card holds it up, then puts it back. After four rounds, partners take turns saying a number for each other (in the language, or by holding up the ten card and a number of fingers).

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How many dots are on the ten card?" (Ten.)
- "To show fifteen, which dot card goes next to the ten card?" (The 5 dot card.)
- "Do the words for eleven to twenty sound like ten and one, ten and two...? Or are they different?" (Depends on the language; listen to the word card together and decide.)

✓ Closing check (with answers) (5 min)

Show the ten card with a dot card beside it. Children hold up the matching small number card (or point to the large one):

1. Ten card and the 3 dot card.
2. Ten card and the 7 dot card.
3. Ten card and the 10 dot card.

Then say **[sixteen]**; children hold up the card.

Answers: 13 (**[thirteen]**); 17 (**[seventeen]**); 20 (**[twenty]**); 16.

Vocabulary

New: **[eleven]**, **[twelve]**, **[thirteen]**, **[fourteen]**, **[fifteen]**, **[sixteen]**, **[seventeen]**, **[eighteen]**, **[nineteen]**, **[twenty]**. Review: **[one]** to **[ten]**, **[Show me the ___]**, food words.

Differentiation

- **Support:** work only with eleven to fifteen; the child points to the number card while the teacher says it with them.
- **Stretch:** counting back from **[twenty]** to **[ten]**; or the child says the number and the partner builds it with the ten card and a dot card.
- **Blind or low-vision children:** use the tactile ten card and raised-dot cards; count the dots by touch.

⚠ Safety

- Nothing special; cards only.

Teacher notes and misconceptions

- Read the number warning on the unit overview page first. If your language says the ones before the ten (or has special words for the teens), the ten card and dot card still work: point to them in the order the language says them.
- If the language's word for "ten" changes inside the teens (as English "ten" becomes "-teen"), point that out once, lightly, and move on.

- Some children write 12 as 21 if the language says "two-ten". Accept the spoken or pointed answer; the written numeral is a maths skill and is not checked here.

Lesson 3: Tens and prices

Unit overview - Previous: Lesson 2: Eleven to twenty - Next: Lesson 4: Bear at the Market

Goal: Children count paper coins in tens to **[one hundred]** and answer **[How much is the ___?]** from Hen's price board.

Length: about 30 minutes.

Materials

- The word card.
- The large price board.
- Large number cards: the tens 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.
- Large number cards 11 to 20 from lesson 2 (for the opening count).
- Ten large paper coins (each marked "10") for the teacher.
- Ten paper coins per pair.
- Small number cards per pair: the ten tens (the 11 to 20 cards are put away today).
- The 5 dot card from kindergarten (for the stretch task only).
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile coins and a small copy of the price board.

Steps

✎ Opening (3 min)

Greeting chant. Count from **[ten]** to **[twenty]** together, pointing at the large 11 to 20 number cards from lesson 2.

Warm-up: counting coins in tens (7 min)

1. Hold up one large coin: "This coin is worth ten." Say **[ten]** and show the 10 card.
2. Add a second coin: **[twenty]**, with the 20 card. Add coins one at a time up to ten coins: **[thirty]**, **[forty]** ... **[one hundred]**. Children say the numbers with you, or hold up a finger for each coin.
3. Count all ten coins again together, faster: **[ten, twenty, thirty ... one hundred]**.

✎ Main activity: tens and prices (12 min)

1. **Show me the coins (4 min).** In pairs, with ten paper coins. Say a tens number; pairs count out that many coins (for **[sixty]**, six coins) and hold up the matching small tens card. Check the answer by counting the coins aloud together. Do five numbers in a mixed order.
2. **How much is it? (4 min).** Point to the price board. Point to the apple and say **[How much is the apple?]** then answer **[Ten coins]**, pointing to the price and holding up one coin. Do the same for the pear (**[Thirty coins]**) and the fish (**[One hundred coins]**).

3. **The class answers (4 min).** Ask **[How much is the ___?]** for five more foods in a mixed order. Children answer by holding up the small tens card, counting out coins, or saying **[___ coins]**. Then let volunteers ask the question while pointing at a food; the class answers.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How many coins do we need for seventy?" (Seven coins, because each coin is worth ten.)
- "Which food on Hen's board costs the most?" (The fish, one hundred coins.) "Which costs the least?" (The apple, ten coins.)

✓ Closing check (with answers) (5 min)

Children answer from the price board with a small tens card, coins, or words:

1. **[How much is the egg?]**
2. **[How much is the bread?]**
3. **[How much is the carrot?]**
4. Hold up four coins: **[Is it forty?]**

Answers: fifty coins (5 coins); seventy coins (7 coins); twenty coins (2 coins); yes (tick).

Vocabulary

New: **[ten]**, **[twenty]**, **[thirty]**, **[forty]**, **[fifty]**, **[sixty]**, **[seventy]**, **[eighty]**, **[ninety]**, **[one hundred]** (as tens), **[coins]**, **[How much is the ___?]**, **[___ coins]**. Review: food words, **[eleven]** to **[twenty]**.

Differentiation

- **Support:** use only the first five prices (apple to egg, ten to fifty); the child counts coins one at a time with the teacher saying the tens.
- **Stretch:** tens and ones: the teacher says a number such as **[twenty-five]** the way the language says it, and the child shows it with two coins and the 5 dot card. (This is beyond the unit's outcomes and is not checked.)
- **Blind or low-vision children:** count tactile coins by touch; use their own small price board.

⚠ Safety

- Paper coins only; no real or toy money.

Teacher notes and misconceptions

- The point of "one coin = ten" is that children can find any price on the board by counting coins, even before they are sure of the tens words.
- Some children say "seven coins" when asked the price of the bread. That is a correct count of coins; say with them **[seventy coins]** and move on.
- Read the number warning on the unit overview page: in some languages the tens are not all built the same way (for example, a word for seventy that sounds like "sixty-ten"). Teach them as the language says them; do not explain why.
- Never ask children what things cost in their own shops or what their family pays.

Lesson 4: Bear at the Market

Unit overview - Previous: Lesson 3: Tens and prices - Next: Lesson 5: Our price list (pair game)

Goal: Children follow the picture story "Bear at the Market", understand **[I would like the ___, please]** and **[Here you are]**, and buy and sell picture-card food in a pretend shop.

Length: about 30 minutes.

Materials

- The word card.
- The six large story picture cards (see the unit overview).
- The large price board.
- Ten large paper coins for the opening count (five of them are Bear's coins in the story), the large pear card and the large cheese card.
- **A pretend shop per group of three or four:** the ten stall food cards (small: apple, carrot, pear, banana, egg, tomato, bread, milk, cheese, fish), a small copy of the price board, ten paper coins, a tray or lidless box for the stall, and six shopping cards, each showing one stall food (apple, carrot, pear, banana, egg, milk).
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile coins, tactile food cards or large toy food, and a small copy of the price board.

Steps

✎ Opening (3 min)

Greeting chant. Count ten large coins together in tens: **[ten, twenty, thirty ... one hundred]**. Ask **[How much is the pear?]**; children answer from the price board (thirty coins).

Warm-up: the story (7 min)

1. **Tell it (4 min).** Show the six story cards one at a time and say each card's lines, with the gestures. Act Bear with the five large coins and the pear card: count Bear's coins aloud (**[ten, twenty, thirty, forty, fifty]**) on card 1, give three coins to "Hen" on card 5, and count the two left on card 6.
2. **Join in (3 min).** Tell it again; children join in with **[Oh no!]** on cards 2 and 3, and with **[Thank you!]** on card 5, by saying it or doing the gesture.

✎ Main activity: the pretend shop (12 min)

1. **Model it (2 min).** At the front, the teacher is the stallholder and a volunteer is the customer, with ten coins. The customer takes a shopping card (the carrot). The talk:
    - Customer: **[Hello!]** Stallholder: **[Hello!]**

    - Customer: **[How much is the carrot?]** (or points to the carrot with the "how much" gesture). Stallholder: **[Twenty coins.]**
    - Customer: **[I would like the carrot, please.]** (or points to the shopping card). Stallholder: **[Here you are.]** and hands over the carrot card.
    - Customer pays two coins. Stallholder: **[Thank you! Goodbye!]**

  Then the customer gives the carrot card and the two coins back to the stall, so the next customer has the full set. 2. **Groups shop (8 min).** Each group sets up its stall on a desk. Roles: **stallholder** (sells the food cards and gives prices), **customer** (has the ten coins, takes a shopping card face down, and buys that food), and **coin counter** (counts the coins aloud in tens and checks they match the price). A fourth child is a second customer who waits a turn. After each sale, the food card and coins go back, and roles move round the group. Every child has a turn in each role if they want; nobody has to speak. 3. **Tidy (2 min).** Each group puts its ten food cards, ten coins and six shopping cards back on the tray.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "In the story, why did Bear say 'Oh no!' at the cheese?" (Because the cheese cost ninety coins and Bear had only fifty.)
- "How many coins did Bear have left at the end?" (Two: Bear had five and paid three for the pear.)

✓ Closing check (with answers) (5 min)

Lay out the six story cards in order, numbered 1 to 6. Say a line from the story; children hold up fingers (or point) for the card:

1. **[Seventy coins.]**
2. **[Here you are.]**
3. **[I would like the pear, please.]**

Then hold up the cheese card: **[I would like the cheese, please. How much is it?]** Children answer from the price board.

Answers: card 3; card 5; card 4; ninety coins.

Vocabulary

New: **[I would like the ___, please]**, **[Here you are]**. Review: **[How much is the ___?]**, **[___ coins]**, the tens, food words, **[hello]**, **[goodbye]**, **[thank you]**, **[Oh no!]**, **[The end]**.

Differentiation

- **Support:** the child is the coin counter or the stallholder who hands over cards; the teacher or a partner says the words.

- **Stretch:** the customer buys two foods from one shopping round (for example, the apple and the egg: ten and fifty, so six coins), asking both prices first.
- **Blind or low-vision children:** use tactile coins and tactile food cards (or large toy food); the stallholder says the food name as they hand it over.

⚠ Safety

- Stalls stay on desks; children walk, not run. No real food or money.

Teacher notes and misconceptions

- Every shopping card costs one hundred coins or less, and every customer has ten coins (one hundred), so every customer can buy their food. Nobody runs out of money.
- Keep Bear's "Oh no!" light: Bear looks surprised, then chooses the pear and is happy. The story is about choosing, not about being poor. Do not ask children what they would do without enough money.
- "I would like" may be very polite or a little formal in your language. Use the phrase a fluent speaker would use at a market stall (see the grammar warning on the unit overview page).
- If a group finishes quickly, the stallholder can ask the customer a closing question: **[How much is the ___?]** for any food on the board.

Lesson 5: Our price list (pair game)

Unit overview - Previous: Lesson 4: Bear at the Market

Goal: Children ask and answer **[How much is the ___?]** in an information-gap pair game about a second stall, and the teacher starts the one-to-one check.

Length: about 30 minutes (the one-to-one check is spread over the week).

Materials

- The word card.
- The large price board (Hen's stall), for the opening; then turned round or covered.
- **Price-list sheets per pair** for **Goat's stall**, a different stall at the same market with different prices:
  - **Sheet A:** all ten stall foods in a list, with five prices filled in: apple 20, pear 40, egg 60, bread 80, cheese 100. The carrot, banana, tomato, milk and fish have an empty price box.
  - **Sheet B:** the same list, with the other five prices filled in: carrot 10, banana 30, tomato 50, milk 70, fish 90. The apple, pear, egg, bread and cheese have an empty price box.
- A folder or book per pair to stand up as a screen.
- A pencil per child.
- Ten paper coins per pair.
- A large copy of Goat's full price list (all ten prices), kept hidden until the closing check.
- Tick and cross cards (one of each per child).
- **Check things** (see the Assessment section of the unit overview): eight small food cards (apple, carrot, pear, banana, bread, fish, tomato, milk), small number cards 11 to 20 and the ten tens, ten paper coins, the ten card and dot cards, the small price board (Hen's), and the record sheet (class list with five columns).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile coins, and large-print copies of the sheets (see Differentiation).

Steps

✎ Opening (3 min)

Greeting chant. Ask two prices from Hen's board: **[How much is the tomato?]** (sixty coins) and **[How much is the milk?]** (eighty coins). Then turn the board round or cover it.

Warm-up: Goat's stall (7 min)

1. In the school language: "Goat has a stall at the market too. Goat sells the same foods, but Goat's prices are different. Each of you knows only half of Goat's prices."
2. Show a sheet A and point out the filled-in prices and the empty boxes. Say: "To fill the empty boxes, you ask your partner."

3. **Model it (3 min).** With a volunteer who has sheet B behind a screen, the teacher (with sheet A) points to the carrot and asks **[How much is the carrot?]** The volunteer answers **[Ten coins]** (or holds up one coin, or shows the tens with fingers). The teacher writes 10 in the carrot's empty box.

✎ Main activity: the pair game (12 min)

1. **Ask and fill (8 min).** Partners sit with a screen between them. Child A asks about each food with an empty box on sheet A; child B answers from sheet B and A writes the number. Then they swap: B asks about B's empty boxes and A answers. Answers can be words, coins counted out (one coin for each ten), or fingers.
2. **Compare (2 min).** Partners take the screen away and put their sheets side by side. Every food should now have the same price on both sheets. Fix any that are different by asking again.
3. **Shop at Goat's stall (2 min).** With the ten paper coins, partners take turns: one points to a food and says **[I would like the ___, please]**; the other says the price from the sheet, and the first counts out the coins.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why did you need to ask your partner?" (Because only your partner knew those prices.)
- "Is the pear cheaper at Hen's stall or at Goat's stall?" (Hen's: thirty coins; Goat's is forty.)

✓ Closing check (with answers) (5 min)

Show the large copy of Goat's full price list. Children answer with fingers, coins, a tick or cross, or words:

1. **[How much is the banana?]**
2. **[How much is the fish?]**
3. Point to the cheese: **[Is it ninety coins?]**

Answers: thirty coins; ninety coins; no (cross), it is one hundred coins.

One-to-one check (over the week)

While the class plays the lesson 3 coin game or the lesson 4 pretend shop again, do the five-part check in the unit overview with each child (about 3 minutes each). Use Hen's small price board for part 4, not Goat's list.

Vocabulary

Review: **[How much is the ___?]**, **[___ coins]**, **[I would like the ___, please]**, the tens, food words, **[yes]**, **[no]**.

Differentiation

- **Support:** the child fills only two or three empty boxes; the partner may point to the number on their sheet after saying it.
- **Stretch:** the child asks a whole question and answers with a whole sentence each time; or the pair makes up a third stall with new tens prices and plays again.
- **Blind or low-vision children:** the partner reads each price aloud and the child records it by putting that many tactile coins on the food's line of the sheet, instead of writing; large-print sheets for low-vision children.

⚠ Safety

- Pencils are used at desks and collected at the end.

Teacher notes and misconceptions

- This is an information gap: each partner really needs the other's prices. Do not let children look over the screen, and keep Hen's board covered, because Goat's prices are different.
- Writing a numeral such as 70 is a maths skill, not the language skill being practised. Children may draw seven coins, or put seven coins on the box, instead.
- Some children answer with the coin count (**[seven]**) instead of the price (**[seventy]**). Accept it in the game; say **[seventy coins]** with them.
- Goat's prices are made up by the author, like Hen's, and are not meant to be realistic.

Grade 3 Second Language: Weather and Seasons (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 12 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check it against your school's rules before use. All places, calendars and weather in this unit belong to the made-up town of Little Hill. Children are never asked about their birthdays, holidays, trips, homes or what their families do in any month or season.
>
> Text-checked by four other agents (Gemini 3.5 Flash, Gemini 3.8 Flash, Gemini 4 Carbon and Gemini 4 Argon); see Known gaps.

Back to the grade 3 year plan - Term 2. Builds on grade 3 term 1: The Market, grade 1 term 2: Weather, Clothes and Days of the Week, and the grade 3 science unit Weather Over a Season.

In grade 1 children learned six weather words, **[What's the weather?]** and the days of the week; in grade 3 term 1 they counted to twenty and played an information-gap pair game. This unit adds five new weather words (**[snowy]**, **[foggy]**, **[stormy]**, **[warm]**, **[cool]**), the four seasons, the twelve months, the questions **[What is the weather like?]**, **[What is the weather like in ___?]**, **[What season is it?]** and **[What month is it?]**, and two sentence starters for describing a picture: **[This is ___]** and **[I see ___]**. At the end, children describe a picture of Little Hill in up to three short sentences.

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 **[It is foggy]**, mean "say this in the language you are teaching".

English meaning	Your language	Gesture or picture to go with it
(review from grade 1) sunny, rainy, cloudy, windy, hot, cold		weather picture cards; the grade 1 actions (below)
snowy, foggy, stormy, warm, cool (new)		weather picture cards; new actions (below)
winter, spring, summer, autumn		the four Little Hill season pictures; season actions (below)
January, February, March, April, May, June, July, August, September, October, November, December		the twelve month cards (word and number)
Is it ___? / yes / no		questioning face and open hands; nod or shake the head
What is the weather like? / It is ___		hand flat over eyes, looking out; then the weather card
What is the weather like in ___? / In ___ it is ___		the month card, then hand over eyes, then the weather card
What season is it? / It is ___		

English meaning	Your language	Gesture or picture to go with it
		both hands draw a big circle (the year), then the season action
What month is it? / It is ___		finger taps the month card
This is ___		open hand towards the picture
I see ___		point to your eye, then to the thing in the picture
tree, flowers, leaves, snow, sun, clouds		the six small "I see" cards (pictures only)
(said by the teacher only, in lesson 5 and the check) Tell me about the picture / What do you see?		point to the picture; point to your eye, then the picture
(review from grade 1) Put on ___		miming pulling the item on
(review) days of the week, clothes words, one to twenty, yes, no, please, thank you		as in earlier units

Weather actions. Use the grade 1 actions for the six review words: 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. New actions (the author's choice; keep them the same every time):

- **snowy** = both hands float down slowly, palms down, like flakes drifting (slower and softer than rainy);
- **foggy** = one hand moves slowly across in front of the eyes, as if looking through mist;
- **stormy** = one finger draws a quick zigzag in the air (lightning); no stamping or banging;
- **warm** = rub the hands together, then hold the palms out and smile;
- **cool** = one hand lightly rubs the other arm once (a small shiver, smaller than cold).

Season actions (the author's choice): **winter** = make a snowball with both hands; **spring** = closed fingers open slowly like a flower; **summer** = wipe your forehead; **autumn** = fingers flutter down like falling leaves.

Weather card pictures: draw each card with a clear shape, not colour alone. Hot, warm, cool and cold all show a **thermometer** with the level at four clearly different heights (hot near the top, warm above the middle, cool below the middle, cold near the bottom), plus a small figure: hot fanning their face, warm in a T-shirt, cool in a light jacket, cold in a coat and scarf. Snowy shows six-pointed flakes; foggy shows three wavy lines across a faint tree; stormy shows a dark cloud with a zigzag; windy shows curved lines and a bending tree.

Grammar warning: languages say weather in very different ways (for example "it is sunny", "it makes sun", "there is sun", or one word), and some use different forms for "it is warm (weather)" and "I am warm (my body)". Use the weather form. Some languages put **[in]** before months and seasons; some use a different word, or none. "I see" may need a different form of the noun after it (for example a plural or an object form): say **[I see leaves]** the way a fluent speaker would. Children only need to **understand** the phrases and **show** their answers; saying them is invited, never required.

Season warning: seasons are not the same everywhere. North and south of the equator have opposite seasons (summer in July in one, in January in the other), and many tropical places have a **rainy season** and a **dry season** rather than four. Some cultures name more seasons, or different ones; the word for autumn may also be "fall". Little Hill is a made-up town with four

seasons, so the whole class can share the same pictures. If you live somewhere with different seasons, you may also teach your local season words as an extra, but do not change Little Hill: keep its pictures and calendar the same everywhere in the unit.

Calendar warning: this unit uses the twelve months of the Gregorian calendar, the calendar most schools use for the school year. Some languages name months by number (like "month one"), and some communities also use other calendars. Say the months the way the language really says them.

The Little Hill picture calendar

Lesson 4, the closing check and the one-to-one check use the same **picture calendar** for Little Hill. Each month's page shows one picture of one kind of weather. It is a calendar picture, not a weather record: real weather changes from day to day (see the science unit Weather Over a Season). Made up by the author; free to change, but change it everywhere.

Month	Picture on the calendar	Season in Little Hill
1 January	snowy	winter
2 February	cold	winter
3 March	windy	spring
4 April	rainy	spring
5 May	warm	spring
6 June	sunny	summer
7 July	hot	summer
8 August	stormy	summer
9 September	cool	autumn
10 October	foggy	autumn
11 November	cloudy	autumn
12 December	snowy	winter

All eleven weather words appear; snowy appears twice. **Keep this table away from the children until the end of lesson 4**: in the lesson 4 pair game each partner knows only half of it.

The four Little Hill season pictures

Four large pictures of the **same view** of Little Hill: the hill, one big tree, the river and the bridge. Draw them simply; any style is fine. Each picture has one clear kind of weather and one clear thing to see, so the describing game in lesson 5 has a fair answer:

Season	Weather in the picture	Things to see
Winter	snowy (flakes falling)	snow on the ground and on the bridge; the tree has no leaves; clouds
Spring	rainy (rain falling)	flowers in the grass; small new leaves on the tree; clouds
Summer	sunny (a big sun, no clouds)	the sun; the tree full of leaves; flowers
Autumn	foggy (wavy lines of fog over the river)	leaves falling from the tree and on the ground

Model descriptions (answers for lesson 5): **[This is Little Hill. It is winter. It is snowy. I see snow.]**; **[This is Little Hill. It is spring. It is rainy. I see flowers.]**; **[This is Little Hill. It is summer. It is sunny. I see the sun.]**; **[This is Little Hill. It is autumn. It is foggy. I see leaves.]** Other true sentences also count (for example **[I see a tree]** for any picture, or **[It is hot]** for summer).

Big idea

We can **talk about the weather and the time of year** in a new language: name the weather, the seasons and the months, ask what the weather is like, and **describe a picture of a place** in a few short sentences.

Outcomes

By the end of the unit, most children can:

1. Show the eleven weather words (six review words and five new ones) when they are said, by pointing to the card, doing the action or saying the word.
2. Point to the right Little Hill season picture when a season word is said, and show a season with its action or word.
3. Follow or join in the months chant in order, and point to the right month card when a month is said.
4. Answer **[What is the weather like in ___?]** from the Little Hill picture calendar, and in the pair game ask about a month (in words, or by showing the month card with the question gesture).
5. Describe one Little Hill season picture in up to three short pieces (the season, the weather, one thing they see), in words, signs, actions or by placing cards.

Prior knowledge

- Weather, Clothes and Days of the Week (grade 1 term 2): **[sunny]**, **[rainy]**, **[cloudy]**, **[windy]**, **[hot]**, **[cold]** with actions; **[What's the weather?]**; the clothes words and the paper Bear; the days of the week.
- The Market (grade 3 term 1): the numbers **[eleven]** to **[twenty]**; an information-gap pair game with a screen.
- Grade 3 science, Weather Over a Season: the four seasons in Little Hill and the idea that weather changes from day to day. It helps, but it is **not** needed here.
- Children who missed earlier units can still take part; every word has a card, a picture or an action.

Lessons

Keep the 1-minute greeting chant at the start of each day. From lesson 3, add one line to it: **[What month is it?] [It is ___]** with the month card for the real month.

Lesson	Title	Time	Core idea
1	Eleven kinds of weather	30 min	Six review weather words and five new ones, with actions and a "dress Bear for the weather" game
2	Four seasons in Little Hill	30 min	The season words with four pictures of the same place; **[This is ___]** and **[I see ___]**

Lesson	Title	Time	Core idea
3	Twelve months	30 min	The months chant, month cards in order, and the months of each Little Hill season
4	The Little Hill calendar (pair game)	30 min	An information-gap pair game: **[What is the weather like in ___?]**
5	Guess my picture	30 min	Describing a season picture in up to three sentences, a guessing game in pairs, and the one-to-one check

Timings: every lesson is 30 minutes (3 + 7 + 12 + 3 + 5; in lesson 5 the one-to-one check is spread over the week).

Materials

Whole class unless noted.

- The filled-in word card (above), kept where the teacher can see it.
- **Eleven large weather cards:** sunny, rainy, cloudy, windy, hot, cold (from grade 1, or new copies) and snowy, foggy, stormy, warm, cool (new). Big enough to see from the back of the room.
- **The paper Bear and paper clothes** from the grade 1 unit (hat, coat, scarf, gloves, boots, T-shirt, shorts, umbrella), for lesson 1. Make new ones if they are lost.
- **The four large Little Hill season pictures** (above).
- **Twelve large month cards:** each shows the month name written in the language and its number (1 to 12) in large numerals. No weather pictures on them.
- **A string or long strip of card** on the wall, long enough to hang or stick the twelve month cards in a row (lesson 3), and something to fix them with (pegs, clips or reusable sticky putty).
- **The large Little Hill picture calendar** (above): a poster with twelve boxes, one per month, each with the month number, the month name and the weather picture. Kept hidden until the closing check of lesson 4.
- **Small weather cards per pair** (lessons 1 and 4): the eleven weather cards, small enough to lay out on a desk.
- **Small month cards per pair** (lesson 3): the twelve months, word and number.
- **Four small season pictures per pair** (lessons 2 and 3) and **per child** (lesson 5: two sets per pair): copies of the four large pictures.
- **Six small "I see" cards per pair** (lessons 2 and 5): tree, flowers, leaves, snow, sun, clouds (pictures only, no words).
- **Calendar sheets per pair** (lesson 4): sheet A and sheet B (see lesson 4), a folder or book to stand up as a screen, and a pencil per child.
- **Tick and cross cards:** one of each per child, as in earlier units.
- **Check things** (lesson 5): eight small weather cards (snowy, foggy, stormy, cool, sunny, rainy, windy, warm), the four small season pictures, six small month cards (January, March, May, July, October, December), the large picture calendar, the six small "I see" 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** (raised shapes: a circle with rays for sunny, raised dots falling for rainy, a soft felt cloud for cloudy, a raised zigzag for stormy, three straight raised lines across for foggy, curved raised lines ending in a curl for windy, raised six-pointed stars for snowy, and a raised thermometer with a bead at four heights for hot, warm, cool and cold), **tactile month cards** (the number in large raised

numerals or braille, if the child reads braille), a **tactile season set** (a felt snowflake, a felt flower, a felt sun, a felt leaf; two sets for lesson 5), **paper clothes cut from different textures** for the paper Bear (for example a felt hat, a paper T-shirt, a foil umbrella; lesson 1), and large-print copies of the lesson 4 sheets.
- Optional: a fluent speaker's recording of the word card, the months and the model descriptions.

⚠ Safety and access

Safety

- Children walk, not run, when they come to the front to place cards or line up; the months line in lesson 3 has a seated version.
- Pencils are used at desks and collected at the end.
- No real weather activity is needed: nobody goes outside in bad weather for this unit, and nothing is wet, cold or hot.

Privacy and feelings

- **Never ask** children about their birthdays, holidays, festivals, trips, homes or what their families do in any month or season. Months and seasons are always about Little Hill or the school calendar on the wall.
- **Stormy weather can frighten some children**, and some may have lived through a storm, flood or fire. Present **[stormy]** calmly, with a quiet zigzag, not thunder noises. If a child becomes upset or talks about a real storm, listen kindly, let them sit out the action, and follow the school's usual steps for passing on a concern.
- Some children may feel left out if the class seasons do not match their own experience (for example a child who has lived somewhere with a rainy and a dry season). Welcome it: "In some places there are different seasons. Little Hill has these four."

Taking part

- **Speaking and acting are optional.** Pointing, placing cards, doing the actions, holding up month cards and signs all count. Never make a child speak or act alone in front of others.
- **Movement:** every action has a seated version (hands only). Children can place month cards from their seats, or hand them to a helper, instead of lining up.
- **Children new to the school language:** keep actions identical every time and accept answers in any language.
- **Noise:** quiet spot and ear defenders allowed; in whole-class games children answer with cards or actions, not shouting.

Seeing, hearing and colour

- **Colour vision:** weather cards use shapes (flakes, zigzags, a thermometer level), and season pictures differ by snow, flowers, sun and falling leaves, so nothing is known only by colour. If a child mixes up only colours, do not record it as a language gap.
- **Blind children:** use the tactile weather cards, tactile month cards and the tactile season set. Keep the check things in fixed places and tell the child where each one is before asking. In lesson 5 the partner describes; the blind child finds the matching tactile season item. A description given in words, signs or by handing over tactile items is a full answer.

- **Low-vision children:** large, high-contrast cards; seat them near the month line and the season pictures, or give them their own small copies.
- **Deaf or hard-of-hearing children:** keep your face visible; do the action or show the card every time you say the word.
- **If the language is a sign language:** signs for weather and seasons often look like the thing they mean (falling snow, the sun). That is the language, and it is fine. In the check, if a sign shows its answer, ask the child to **point to** the card or picture instead, so the sign itself does not give the answer away.

Assessment

Lesson 5 includes a five-part check, done one-to-one (about 3 minutes each child; spread over the week). Ask everything with no action and without pointing or looking at the answer. Record each part as **yes**, **with help** or **not yet**:

1. **Weather words:** lay out the eight small weather cards (snowy, foggy, stormy, cool, sunny, rainy, windy, warm), shuffled. Say **[snowy]**, **[foggy]**, **[stormy]** and **[cool]**; the child points to each, or does its action. Yes = four of four.
2. **Seasons:** lay out the four small season pictures, shuffled. Say **[summer]**, **[winter]**, **[autumn]** and **[spring]**; the child points to each. Yes = four of four.
3. **Months:** lay out the six small month cards (January, March, May, July, October, December), shuffled. Say **[March]**, **[July]** and **[October]**; the child points to each card. The child may say the months chant quietly or count on their fingers to find it. Yes = three of three.
4. **What is the weather like?:** show the large Little Hill picture calendar. Ask **[What is the weather like in July?]** (hot) and **[What is the weather like in October?]** (foggy). The child may point to the picture on the calendar, do the action, point to the small weather card, or say it. Yes = both.
5. **Describe a picture:** put the summer picture in front of the child, with the six small "I see" cards beside it. Say **[Tell me about the picture]** (or the school-language words, if the child needs them), then, if needed, ask **[What season is it?]**, **[What is the weather like?]** and **[What do you see?]**. The child answers in words, signs, actions (the season action, the weather action) or by putting an "I see" card on the picture. Answers: summer; sunny (hot also counts); the sun, a tree, leaves or flowers. Yes = all three pieces, with or without the three questions.

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 games can be played again any time. Asking about a month in the lesson 4 game (part of outcome 4) is **not** recorded: notice it, but do not score it.

Sources

- NCSSFL-ACTFL Can-Do Statements, Novice: https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do-Novice.pdf (read 12 November 2026; the quoted lines and their sublevels were checked against the rendered PDF pages). These are performance indicators and examples, not a curriculum, and the unit is not a full alignment. Lines used for this unit, quoted exactly:
  - Interpretive, informational texts, Novice Mid (PDF page 15): function "I can identify some basic facts", context "in short, straightforward informational texts and media that are supported by gestures, facial expressions, or visuals", text type "from

memorized or familiar words and phrases"; spoken, viewed, or signed example "I can recognize some weather expressions in a forecast." (lessons 1 and 4; outcome 4).
    - Same page, Novice High, written example: "I can understand some facts about the weather especially when weather symbols are used." (the weather symbols on the lesson 4 sheets; a stretch).
    - Interpretive, observed conversations and discussions, Novice Mid (PDF page 17), spoken, viewed, or signed example: "I can recognize some common expressions when people are discussing the weather." (outcome 1).
    - Interpersonal, Novice Low (PDF page 19): "I can provide information by answering a few simple questions" (outcomes 2 to 4).
    - Presentational, Novice Low (PDF page 23): function "I can name", context "very familiar people, places, and objects with the help of gestures, facial expressions, or visuals"; speaking or signing example "I can say the date and the day of the week." (the months and the daily greeting line from lesson 3; this unit does not teach dates); writing example "I can label familiar people, places, and objects in pictures and posters." (placing "I see" cards on pictures).
    - Same page, Novice Mid: function "I can share information", context "on both very familiar and everyday topics", text type "using a mix of practiced or memorized words, phrases, and simple sentences"; example "I can present simple information about my town or city." (outcome 5, describing a picture of Little Hill; Little Hill is a made-up town, not the child's own).
- Wikipedia, "Season": https://en.wikipedia.org/wiki/Season (read 12 November 2026). The Northern and Southern Hemispheres always have opposite seasons; temperate regions generally recognise four seasons, and many tropical regions have two, a rainy (wet) season and a dry season; the definition of seasons is also cultural. This is the reason for the season warning above.
- 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 (lessons 1 to 3).
- 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. The pair game in lesson 4 is an information gap: each partner knows only half of the Little Hill picture calendar.

Known gaps and cautions

- Four other agents (Gemini 3.5 Flash and Gemini 3.8 Flash at 723c6bb; Gemini 4 Carbon at 723c6bb/e83f91b; Gemini 4 Argon at 7c5a9f7) text-checked this unit on 2026-11-12. None reported errors; Carbon suggested two word-card additions (**[Is it ___?]** and **[Put on ___]**), now added, with lesson 1 and lesson 5 wording matched to them. Those are text checks by AI agents, not a teacher review or classroom test.
- **No pronunciation help**, as in earlier units. Use a fluent speaker's recording if needed.
- **Seasons and months depend on where you live** (see the season warning). Little Hill's four seasons and picture calendar are the author's choice, made so the whole class shares one set of pictures; they are not "the right" seasons.
- **Twelve month words are a lot.** Most children will recognise them with the chant and the numbers before they can say them alone; that is all outcome 3 asks. Dates (like "the third of March") are not taught.
- **Word choices, the picture calendar, the pictures and the actions are the author's.** The Can-Do Statements describe what learners can do; they do not list words, seasons or

months for a grade 3 class. The example "I can say the date and the day of the week" is a Novice Low example; this unit covers months only, not dates.
- The year plan says "describing a picture of a place in a few sentences". This unit describes **one made-up place** (Little Hill) in **up to three short sentences** with set starters; describing other places freely is not taught.
- Timings are untested.

The lesson order matters: children meet the weather words (lesson 1) before the seasons (lesson 2), and the seasons before the months (lesson 3); they need both months and weather words for the calendar pair game (lesson 4); and describing a whole picture comes last (lesson 5).

Lesson 1: Eleven kinds of weather

Unit overview - Next: Lesson 2: Four seasons in Little Hill

Goal: Children review six weather words from grade 1, learn five new ones (**[snowy]**, **[foggy]**, **[stormy]**, **[warm]**, **[cool]**) with actions, and answer **[What is the weather like?]**.

Length: about 30 minutes.

Materials

- The word card.
- The eleven large weather cards: sunny, rainy, cloudy, windy, hot, cold, snowy, foggy, stormy, warm, cool.
- The paper Bear and the eight paper clothes from grade 1 (hat, coat, scarf, gloves, boots, T-shirt, shorts, umbrella), on a board or table at the front.
- Small weather cards per pair (all eleven).
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile weather cards (see the unit overview), and paper clothes cut from different textures (see Differentiation).

Steps

✎ Opening (3 min)

Greeting chant. Hold up the sunny, rainy and cold cards one at a time and say each word; children do the grade 1 action (arms make a big circle; fingers wiggle downwards; hug yourself and shiver).

Warm-up: six weather words again (7 min)

1. **Actions (3 min).** Say each review word without showing the card: **[sunny]**, **[cloudy]**, **[windy]**, **[hot]**, **[rainy]**, **[cold]**. Children do the action. Then show the card so everyone can check.
2. **The question (4 min).** Hold one review card face down. Do the "looking out" gesture (hand flat over the eyes) and ask **[What is the weather like?]** Turn the card over. Children do the action; say **[It is ___]** with them (for example **[It is windy]**). Do this with four or five cards. Children who want to may say **[It is ___]** too.

✎ Main activity (12 min)

1. **Five new words (5 min).** Show each new card, say the word three times, and do its action (see the unit overview): **[snowy]** (hands float down slowly), **[foggy]** (one hand moves slowly across in front of the eyes), **[stormy]** (one finger draws a quick zigzag; quietly), **[warm]** (rub hands, palms out, smile), **[cool]** (one hand lightly rubs the other

arm once). Children copy the action each time. Then put two pairs side by side and point out the difference:
    - **rainy** and **snowy**: rain wiggles down fast; snow floats down slowly.
    - **hot, warm, cool, cold**: put the four cards in a row and point to the thermometer on each. "The line goes down: hot, warm, cool, cold."
2. **Weather actions game (4 min).** Pairs lay out their eleven small weather cards. Say a word (no card, no action); each pair points to the card, and children do the action. Then swap: do an action silently, and pairs point to the card. Mix review and new words; use each new word at least twice.
3. **Dress Bear for the weather (3 min).** Hold up a weather card and ask **[What is the weather like?]** Children answer with the action (or the word). Then ask a volunteer to choose one paper clothing item for Bear (or children point and the teacher moves it), and say **[Put on ___]** together. Do snowy, hot and rainy. More than one choice is fine (for snowy: coat, scarf, gloves, hat or boots; for hot: T-shirt, shorts or hat; for rainy: umbrella, coat or boots).

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How are snowy and rainy different?" (Snow is frozen and floats down slowly; rain is water and falls faster.)
- "Which is colder, cool or cold?" (Cold. Cool is a little bit cold.)
- "What could Bear wear when it is foggy?" (Any sensible answer; a coat is a good one. There is no single right answer.)

✓ Closing check (with answers) (5 min)

Pairs use their small weather cards; every child also has a tick and a cross card.

1. Say **[foggy]**; pairs point to the card.
2. Say **[warm]**; pairs point to the card.
3. Do the stormy action silently; pairs point to the card.
4. Hold up the cool card and ask **[Is it cold?]**

Answers: the foggy card (wavy lines over a faint tree); the warm card (thermometer above the middle, figure in a T-shirt); the stormy card (dark cloud with a zigzag); no (cross), it is cool.

Vocabulary

New: **[snowy]**, **[foggy]**, **[stormy]**, **[warm]**, **[cool]**, **[What is the weather like?]**. Review: **[sunny]**, **[rainy]**, **[cloudy]**, **[windy]**, **[hot]**, **[cold]**, **[It is ___]**, **[Put on ___]**, the clothes words, **[yes]**, **[no]**.

Differentiation

- **Support:** the child works with six cards only (the six review words) at first, then adds snowy and stormy; hot, warm, cool and cold can come later.
- **Stretch:** the child answers **[What is the weather like?]** with a whole sentence, or chooses two clothes for Bear and says **[Put on ___ and ___]**, if the language joins things that way.
- **Blind or low-vision children:** use the tactile weather cards; the partner guides the child's hand along the row. In "dress Bear", the child chooses by touch from paper clothes cut from different textures (felt hat, paper T-shirt, foil umbrella).

⚠ Safety

- Children walk, not run, to the front to dress Bear; Bear can also be passed round the room.
- The stormy action is quiet: no stamping, banging or thunder noises.

Teacher notes and misconceptions

- Warm and cool are the hardest new words, because they are "in between". The thermometer on the cards helps: always show the four temperature cards in the same order.
- Some children confuse **[snowy]** (the weather) with **[snow]** (the thing). The thing comes in lesson 2 with the "I see" cards; for now, use only the weather word.
- In some languages the words for weather temperature and body temperature differ (see the grammar warning in the unit overview). Use the weather form here.
- If a child talks about a real storm and seems upset, see Privacy and feelings in the unit overview.

Lesson 2: Four seasons in Little Hill

Unit overview - Previous: Lesson 1: Eleven kinds of weather - Next: Lesson 3: Twelve months

Goal: Children learn the four season words with four pictures of the same place, answer **[What season is it?]**, and meet **[This is ___]** and **[I see ___]** with six picture words.

Length: about 30 minutes.

Materials

- The word card.
- The four large Little Hill season pictures (winter, spring, summer, autumn; see the unit overview), on the board in that order.
- The eleven large weather cards (from lesson 1).
- Four small season pictures per pair.
- Six small "I see" cards per pair: tree, flowers, leaves, snow, sun, clouds (pictures only).
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile weather cards and the tactile season set (a felt snowflake, a felt flower, a felt sun, a felt leaf).

Steps

✎ Opening (3 min)

Greeting chant. Say **[snowy]**, **[foggy]** and **[cool]**; children do the lesson 1 actions. Ask **[What is the weather like?]** with the warm card; children do the action (rub hands, palms out).

Warm-up: four pictures of one place (7 min)

1. In the school language: "These four pictures all show the same place, Little Hill, at four different times of the year."
2. Point to the winter picture with an open hand: **[This is Little Hill.]** Then **[It is winter.]** and the winter action (make a snowball). Then point to the falling flakes and do the snowy action: **[It is snowy.]**
3. Do the same for **[spring]** (closed fingers open like a flower; **[It is rainy]**), **[summer]** (wipe your forehead; **[It is sunny]**) and **[autumn]** (fingers flutter down like leaves; **[It is foggy]**). Children copy each season action.
4. Point to a picture and ask **[What season is it?]**, with the big-circle gesture. Children answer with the action (or the word). Do all four, in a mixed order.

✎ Main activity (12 min)

1. **I see (4 min).** Show each small "I see" card and say the word: **[tree]**, **[flowers]**, **[leaves]**, **[snow]**, **[sun]**, **[clouds]**. Then point to your eye and to the thing on a large picture: **[I see snow]** (winter), **[I see flowers]** (spring), **[I see the sun]** (summer), **[I**

see leaves] (autumn). Pairs lay out their four small season pictures; when you say **[I see ___]**, they put that "I see" card on a picture where they can see it. More than one picture can be right (flowers are in spring and summer; the tree is in all four).

2. **Which season? (5 min).** Pairs keep their four small season pictures in front of them. Hold up a large weather card and say it, for example **[It is snowy.]**, then ask **[What season is it?]** Pairs hold up the picture with that weather; children do the season action. Use **[snowy]** (winter), **[rainy]** (spring), **[sunny]** (summer) and **[foggy]** (autumn), then mix them up.
3. **Season actions game (3 min).** Say a season word; children do the action. Then do an action silently; pairs hold up the matching small picture.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why does the tree look different in each picture?" (In winter it has no leaves; in spring it has small new leaves; in summer it is full of leaves; in autumn the leaves fall.)
- "Is it snowy every day in winter in Little Hill?" (No. The picture shows one day. Weather changes from day to day; in the science unit, Little Hill usually has only a few snowy days in a winter month.)
- "Does every place in the world have these four seasons?" (No. Some places have a rainy season and a dry season, and when it is summer on one side of the world it is winter on the other. Little Hill has these four.)

✓ Closing check (with answers) (5 min)

Pairs use their four small season pictures; every child also has a tick and a cross card.

1. Say **[autumn]**; pairs hold up the picture.
2. Say **[spring]**; pairs hold up the picture.
3. Point to the large summer picture and ask **[What season is it?]**; children answer with the action or the word.
4. Point to the large winter picture and ask **[I see flowers?]** (as a question, the way the language asks it).

Answers: the autumn picture (falling leaves, fog); the spring picture (rain, flowers); summer (wipe your forehead); no (cross): there are no flowers in the winter picture; **[I see snow]**.

Vocabulary

New: **[winter]**, **[spring]**, **[summer]**, **[autumn]**, **[What season is it?]**, **[This is ___]**, **[I see ___]**, **[tree]**, **[flowers]**, **[leaves]**, **[snow]**, **[sun]**, **[clouds]**. Review: the weather words, **[It is ___]**, **[What is the weather like?]**, **[yes]**, **[no]**.

Differentiation

- **Support:** the child uses two pictures only (winter and summer) at first, then adds the other two.

- **Stretch:** the child says two sentences about a picture, for example **[It is summer. I see the sun.]**
- **Blind or low-vision children:** use the tactile season set: the felt snowflake for winter, the felt flower for spring, the felt sun for summer and the felt leaf for autumn. The child holds up the item instead of the picture, and the tactile weather cards in "Which season?". In "I see", the partner names what is in each picture.

⚠ Safety

- Pairs keep their cards on the desk; nobody needs to walk around in this lesson.

Teacher notes and misconceptions

- **[snowy]** is the weather and **[snow]** is the thing on the ground. If a child says **[I see snowy]**, say **[I see snow]** with them; do not correct sharply.
- Children who know a different climate may say "but where I lived, it rains in summer". Agree: "Yes, in some places it does. In Little Hill, the summer picture is sunny."
- The season actions are the author's choice. If an action means something unkind where you live, choose another and use it every time.
- Keep the Little Hill picture calendar (lesson 4) hidden: these four pictures show one kind of weather per season, but the calendar shows a different picture for each month.

Lesson 3: Twelve months

Unit overview - Previous: Lesson 2: Four seasons in Little Hill - Next: Lesson 4: The Little Hill calendar (pair game)

Goal: Children learn the months chant, put the twelve month cards in order, see which months make each Little Hill season, and answer **[What month is it?]** about the real month.

Length: about 30 minutes.

Materials

- The word card.
- The twelve large month cards (month name and number 1 to 12).
- A string or long strip of card on the wall, and pegs, clips or reusable sticky putty to fix the month cards to it.
- The four large Little Hill season pictures.
- Small month cards per pair (all twelve).
- Four small season pictures per pair.
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile month cards and the tactile season set.

Steps

✎ Opening (3 min)

Greeting chant. Point to each large season picture and ask **[What season is it?]**; children answer with the season action or the word.

Warm-up: the months chant (7 min)

1. In the school language: "A year has twelve months. Every month has a name and a number."
2. Say the twelve months slowly, holding up each large card so the number shows, with one clap on each month: **[January]** (clap), **[February]** (clap) ... **[December]** (clap). Children clap along.
3. Say it again; children join in with any months they can. Then a third time, a little faster. The chant has no tune; a steady clap is enough. A teacher who wants a tune should use one they have made up, not a copyrighted song.

✎ Main activity (12 min)

1. **The month line (5 min).** Give the twelve large month cards to twelve children (or keep them, and let children point). Say the chant slowly. When a child's month is said, they bring the card to the string and fix it in the next place (the teacher helps), or hand it to the teacher from their seat. When all twelve are up, the class says the chant once more, reading along the line.

2. **Which comes next? (4 min).** Pairs lay out their small month cards in order, 1 to 12. Say a month, for example **[March]**; pairs point to it. Then, in the school language: "Point to the month that comes next." Say it together (**[April]**). Do this five or six times. Finish with **[December]**: what comes next? (**[January]**: the year starts again.)
3. **Seasons on the line (3 min).** Put the large season pictures under the month line: spring under March, April and May; summer under June, July and August; autumn under September, October and November; winter under January and February, and point to December at the other end: "In Little Hill, December is winter too." Say each group: **[March, April, May: spring]**, and so on. Pairs put their small season pictures under the right months on their desks.

Then add a new line to the greeting chant, from today: point to the real month on the line and ask **[What month is it?]**; answer together **[It is ___]**.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why is winter at both ends of our line?" (Because the year goes round: after December comes January again, so winter runs across the end of one year and the start of the next.)
- "How do the numbers on the cards help?" (They show the order: January is 1 and December is 12.)
- "In Little Hill, is July in summer or in winter?" (Summer. In some places on the other side of the world, July is in winter.)

✓ Closing check (with answers) (5 min)

Pairs keep their small month cards in order; every child also has a tick and a cross card.

1. Say **[July]**; pairs point to it.
2. Say **[October]**; pairs point to it.
3. Point to April on the month line and ask **[Is it May?]**
4. Point to January on the month line and ask **[What season is it?]**

Answers: the July card (7); the October card (10); no (cross), it is April; winter (the snowball action, or the word).

Vocabulary

New: **[January]** to **[December]**, **[What month is it?]**. Review: **[winter]**, **[spring]**, **[summer]**, **[autumn]**, **[What season is it?]**, **[It is ___]**, numbers one to twelve, **[yes]**, **[no]**.

Differentiation

- **Support:** the child uses the numbers to find months ("March is 3") and joins in the chant by clapping only; that is fine.
- **Stretch:** the child says the chant alone, quietly, to a partner, or starts the chant from any month (for example from **[June]**) and goes round to the same month again.

- **Blind or low-vision children:** use the tactile month cards (raised numerals or braille numbers); the child lays them in a row along the desk edge. A partner says each month name as the child touches it. In "Seasons on the line", the child puts the tactile season items next to the right months.

⚠ Safety

- Children walk, not run, to the month line, one at a time. Anyone can take part from their seat by handing the card to the teacher.
- Fix cards with pegs, clips or putty, not pins.

Teacher notes and misconceptions

- **Never** ask children which month their birthday is in, or about holidays or festivals in a month. Keep the months about Little Hill and the school calendar on the wall.
- Twelve new words is a lot. In the check, children only need to **find** a month that is said, and they may use the chant or the numbers to do it.
- Which months make each season depends on where you live (see the season warning in the unit overview). These are Little Hill's seasons. If your own seasons are different, you can say so: "Here, it is different."
- Keep the Little Hill picture calendar hidden: there are no weather pictures on the month cards, and there should not be any on the month line.

Lesson 4: The Little Hill calendar (pair game)

Unit overview - Previous: Lesson 3: Twelve months - Next: Lesson 5: Guess my picture

Goal: Children ask and answer **[What is the weather like in ___?]** in an information-gap pair game, each partner holding half of the Little Hill picture calendar.

Length: about 30 minutes.

Materials

- The word card.
- The month line from lesson 3, still on the wall (month cards only, no weather pictures).
- **Calendar sheets per pair:** both sheets list the twelve months (number and name) down the side, each with a box. At the top of both sheets is a **weather key**: the eleven weather pictures in a row, drawn like the weather cards.
  - **Sheet A:** six boxes filled with the weather picture: January snowy, March windy, May warm, July hot, September cool, November cloudy. February, April, June, August, October and December have an empty box.
  - **Sheet B:** the other six boxes filled: February cold, April rainy, June sunny, August stormy, October foggy, December snowy. January, March, May, July, September and November have an empty box.
- A folder or book per pair to stand up as a screen.
- A pencil per child.
- Small weather cards per pair (all eleven), to place on a box instead of drawing.
- The large Little Hill picture calendar, kept hidden until the closing check.
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile weather cards, tactile month cards and large-print copies of the sheets (see Differentiation).

Steps

✎ Opening (3 min)

Greeting chant, with **[What month is it?] [It is ___]** at the month line. Say **[stormy]**, **[warm]** and **[foggy]**; children do the actions.

Warm-up: half a calendar each (7 min)

1. In the school language: "Little Hill has a picture calendar. Every month has a weather picture. Each of you has half of the calendar. To fill the empty boxes, you ask your partner."
2. Show a sheet A: point to the filled boxes, the empty boxes and the weather key at the top. "You can draw the weather from the key, or put a small weather card on the box."
3. **Model it (3 min).** With a volunteer who has sheet B behind a screen, the teacher (with sheet A) points to February and asks **[What is the weather like in February?]** The volunteer answers **[In February it is cold]**, or just **[cold]**, or does the cold action, or holds

up the small cold card. The teacher draws the cold thermometer in February's box. Say: "Everyone will still ask about February in the game."

✎ Main activity: the pair game (12 min)

1. **Ask and fill (8 min).** Partners sit with a screen between them. Child A asks about each month with an empty box on sheet A, in order: February, April, June, August, October, December. Child B answers from sheet B, and A draws the weather (or places the small weather card). Then they swap: B asks about January, March, May, July, September and November, and A answers. Asking can be the whole question, just the month name with the "looking out" gesture, or pointing to the month on the month line with the gesture. Answers can be words, the action or the small card.
2. **Compare (2 min).** Partners take the screen away and put their sheets side by side. Every month should now have the same weather on both sheets. Fix any that are different by asking again.
3. **Seasons (2 min).** Pairs point to June, July and August on their sheet (summer in Little Hill) and say or show the three weather words together: **[sunny, hot, stormy]**. Then do the same for winter (December, January, February: **[snowy, snowy, cold]**).

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why did you need to ask your partner?" (Because only your partner's sheet showed those months.)
- "Which months have a snowy picture?" (January and December.)
- "Is it really hot every day in July in Little Hill?" (No. It is one picture on a calendar. Real weather changes from day to day.)

✓ Closing check (with answers) (5 min)

Show the large Little Hill picture calendar. Children answer with the action, a small weather card, a tick or cross, or words:

1. **[What is the weather like in April?]**
2. **[What is the weather like in August?]**
3. Point to September: **[Is it cold?]**
4. **[What is the weather like in May?]**

Answers: rainy; stormy; no (cross), it is cool; warm.

Vocabulary

New: **[What is the weather like in ___?]**, **[In ___ it is ___]**. Review: the eleven weather words, the twelve months, **[yes]**, **[no]**.

Differentiation

- **Support:** the child fills only two or three empty boxes, choosing small weather cards instead of drawing; the partner may point to the picture on their own sheet after saying it.
- **Stretch:** the child asks every question in full and answers with the whole sentence **[In ___ it is ___]**; or the pair makes up a picture calendar for a second made-up town (for example Snowy Peak) and plays again.
- **Blind or low-vision children:** the partner says each answer, and the child places the matching tactile weather card next to that month's tactile month card in a row on the desk, instead of drawing. Low-vision children use large-print sheets.

⚠ Safety

- Pencils are used at desks and collected at the end.

Teacher notes and misconceptions

- This is an information gap: each partner really needs the other's half. Do not let children look over the screen, and keep the large picture calendar hidden until the closing check.
- Drawing the weather is not the language skill being practised. A rough drawing, the small weather card or a tick next to the right picture in the key all count.
- Some children answer with the season instead of the weather (**[summer]** for June). Accept it as a good try, and ask again: **[What is the weather like?]**
- The calendar pictures are made up by the author, like the rest of Little Hill, and are not a real place's weather.

Lesson 5: Guess my picture

Unit overview - Previous: Lesson 4: The Little Hill calendar (pair game)

Goal: Children describe a Little Hill season picture in up to three short pieces (the season, the weather, one thing they see), guess a partner's picture from a description, and the teacher starts the one-to-one check.

Length: about 30 minutes (the one-to-one check is spread over the week).

Materials

- The word card.
- The month line from lesson 3, still on the wall (for the greeting).
- The four large Little Hill season pictures.
- **Four small season pictures per child** (two sets per pair: one for the describer, one for the guesser).
- Six small "I see" cards per pair: tree, flowers, leaves, snow, sun, clouds.
- A folder or book per pair to stand up as a screen.
- Tick and cross cards (one of each per child).
- **Check things** (see the Assessment section of the unit overview): eight small weather cards (snowy, foggy, stormy, cool, sunny, rainy, windy, warm), the four small season pictures, six small month cards (January, March, May, July, October, December), the large Little Hill picture calendar, the six small "I see" cards, and the record sheet (class list with five columns).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: the tactile season set (two per pair) and tactile weather cards.

Steps

✎ Opening (3 min)

Greeting chant, with **[What month is it?] [It is ___]** at the month line. Point to two large season pictures and ask **[What season is it?]**; children answer with the action or the word.

Warm-up: the teacher describes (7 min)

1. In the school language: "I will tell you about one picture, but I won't point. Hold up the picture you think it is."
2. Without looking at or pointing to the large pictures, say: **[This is Little Hill. It is autumn. It is foggy. I see leaves.]** Children hold up their small autumn picture. Then point to the large autumn picture to check.
3. Do the other three pictures in a mixed order, using the model descriptions in the unit overview.
4. **Harder:** leave out the season. Say **[It is rainy. I see flowers.]** (spring), then **[I see the sun.]** (summer).

✎ Main activity: guess my picture (12 min)

1. **Model it (2 min).** With a volunteer, the teacher stands a screen up and secretly chooses one small picture (summer). The teacher describes it: **[It is summer. It is sunny. I see the sun.]** The volunteer holds up their own summer picture. The teacher shows the hidden picture: it matches.
2. **Pairs play (8 min).** Partners sit with a screen between them, each with their own four small season pictures; the describer also has the six "I see" cards. The describer secretly chooses a picture and tells about it in up to three pieces: the season, the weather, and one thing they see. Any way counts: words, signs, the season and weather actions, or holding up an "I see" card. The guesser holds up their matching picture; then the describer shows the hidden one. Swap roles after each picture.
3. **Share (2 min).** Children who want to may describe one large picture to the class, in words or actions. Nobody has to.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Which piece helped you guess fastest?" (Usually the season, or a thing only one picture has, like snow or the sun.)
- "Why is **[I see a tree]** not enough on its own?" (The tree is in all four pictures.)

✓ Closing check (with answers) (5 min)

Children answer by holding up a small season picture, a tick or cross, an action or words:

1. Say **[It is sunny. I see flowers.]** Which picture?
2. Say **[I see snow.]** Which picture?
3. Say **[It is rainy.]** Which picture?
4. Point to the large autumn picture and ask **[Is it summer?]**.

Answers: summer (spring has flowers too, but it is rainy, not sunny); winter; spring; no (cross), it is autumn.

One-to-one check (over the week)

While the class plays "guess my picture" or the lesson 4 calendar game again, do the five-part check in the unit overview with each child (about 3 minutes each). Use the summer picture for part 5.

Vocabulary

Review: **[This is ___]**, **[I see ___]**, **[It is ___]**, the season words, the weather words, the "I see" words, **[What season is it?]**, **[What is the weather like?]**, **[yes]**, **[no]**. For the check: **[Tell me about the picture]**, **[What do you see?]** (said by the teacher; children only need to understand them).

Differentiation

- **Support:** the describer gives one piece only (the season action, or one "I see" card); the guesser chooses from two pictures, not four.
- **Stretch:** the describer gives four sentences, starting with **[This is Little Hill]**, or describes a picture without saying the season.
- **Blind or low-vision children:** use the tactile season sets (one each). The partner describes; the blind child holds up the matching tactile item. When the blind child describes, they choose a tactile item secretly and describe it in words, signs or actions.

⚠ Safety

- Pairs keep their cards on the desk; nobody needs to walk around in this lesson.

Teacher notes and misconceptions

- Describing one picture in three short pieces is all this unit asks (see Known gaps in the unit overview). A child who says only **[summer]** and holds up the sun card has described the picture in their own way.
- Some children will say true things that are not in the model descriptions (**[It is hot]** for summer, **[I see clouds]** for spring). Accept them; they are right.
- **[Tell me about the picture]** and **[What do you see?]** are new in the check but are said only by the teacher, with pointing to your eye and the picture. If a child does not understand them, ask the three short questions from the check instead, or use the school language: the check is about describing, not about these questions.

Grade 3 Second Language: Finding the Way (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 13 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check it against your school's rules before use. All places and routes in this unit belong to the made-up town of Little Hill. Children are never asked about their own homes, their way to school, where they go after school or any real route they take.
>
> Text-checked by four other agents (Gemini 3.5 Flash, Gemini 3.8 Flash, Gemini 4 Argon and Gemini 4 Carbon); see Known gaps.

Back to the grade 3 year plan - Term 3. Builds on grade 3 terms 1 and 2: The Market and Weather and Seasons, grade 2: A Short Scene, and the grade 3 society unit Maps, routes, and places.

In grade 2 children asked **[Where is the ___?]** and answered **[It is in / on / under the ___]**; in grade 3 they played information-gap pair games behind a screen. This unit adds four direction words (**[left]**, **[right]**, **[straight on]**, **[stop]**), the instructions **[Turn left]**, **[Turn right]** and **[Go straight on]**, nine place names with their signs, two new position words (**[next to]** and **[opposite]**), and the polite question **[Excuse me, where is the ___?]**. At the end, children move a token along a route on a map of Little Hill when they hear the directions, and some give a short route to a partner.

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 **[Turn left]**, mean "say this in the language you are teaching".

English meaning	Your language	Gesture or picture to go with it
left, right		hold up the hand on that side (the hand with the wristband sticker is the left hand)
straight on		both hands flat, pointing forwards, move ahead together
stop		one hand up, palm out
Turn left / Turn right		the arm on that side sweeps round to the side
Go straight on		as straight on, a little longer
on the left / on the right		pat the side of the desk on that side
bakery, post office, library, market, café, toy shop, park, pond, bridge		the nine place cards and their sign symbols (below)
next to		two fists side by side, touching
opposite		two flat hands facing each other, a gap between them
Where is the ___? / It is next to ___ / It is opposite ___		open hands and a questioning face; then the next to or opposite gesture

English meaning	Your language	Gesture or picture to go with it
Excuse me / Thank you		a small raised hand; a nod and a smile
Stop at the ___		the stop hand, then point to the place
What is on the left / on the right? / What is opposite?		a questioning face, then pat the desk on that side, or the opposite gesture
Is this the ___? / Is the ___ next to / opposite the ___? / Is the ___ on the left?		a questioning face; answers with yes or no (tick or cross card)
(review from grade 2) Where is the ___? / It is in / on / under the ___		as in grade 2
(review) one to twenty, yes, no, please		as in earlier units

The gestures are the author's choice; keep them the same every time.

Left and right warning: left and right depend on which way you are facing. When the teacher faces the class and holds up the left hand, the children see it on **their** right. In this unit the teacher **turns round** (back to the class, looking the same way as the children) to show **[left]** and **[right]**, or shows them on the token. On the map, left and right are always the token's left and right, and the token's arrow shows which way it faces. Many children (and adults) mix up left and right; that is normal, and it is why there is a wristband sticker.

Grammar warning: languages give directions in different ways. Some use a separate word for "turn", some use one word for "turn left"; some say "straight ahead", "go forward" or "always straight". **[next to]** and **[opposite]** may change the noun after them (for example a different case or a small word before it): say **[It is next to the market]** the way a fluent speaker would. Children only need to **understand** the phrases and **show** their answers; saying them is invited, never required.

Directions warning: not every language or community gives directions with left and right. Some use compass directions (north, south, east, west) or the land (uphill, downhill, towards the river) even for small distances, and many people give directions by landmarks ("past the bakery"). Little Hill uses left and right because the year plan asks for them. If your language usually does it differently, teach the usual way as an extra, but keep the Little Hill routes the same.

Sign language warning: if the language is a sign language, directions and places are shown **in the space** in front of the signer, and the signer's left is the watcher's right. That is the language, and it is fine. In the checks, ask the child to move the token or point to the map instead, so the sign itself does not give the answer away.

The Little Hill map

All five lessons, the pair game and the one-to-one check use the same **map of Little Hill**. It is a made-up town, drawn from above, with north at the top. Made up by the author; free to change, but change it everywhere.

- **Bridge Road** runs up the middle of the map, from the **START star** at the bottom to the **bridge** over the river at the top.
- **Main Street** runs across the middle. Where it meets Bridge Road is **the crossroads**.
- Every place is a box with its **name** and its **sign** (a simple picture) on it. There are nine places:

Place	Where it is on the map	Sign
bakery	lower Bridge Road, left side (west)	a loaf of bread
post office	lower Bridge Road, right side (east), **opposite** the bakery	an envelope
library	Main Street, left of the crossroads, top side (north), with grass between it and the crossroads	an open book
market	Main Street, at the left end (west), top side, **next to** the library	a basket of apples
café (Remy's café)	Main Street, right of the crossroads, top side (north)	a cup
toy shop	Main Street, right of the crossroads, bottom side (south), **opposite** the café	a ball
park	Main Street, at the right end (east), top side, **next to** the café	a tree
pond	upper Bridge Road, left side (west), at the top	a duck
bridge	the top end of Bridge Road, over the river, **next to** the pond	an arch

Everything else on the map is grass, so these are the only "next to" and "opposite" pairs:

- **opposite:** bakery and post office; café and toy shop.
- **next to:** library and market; café and park; pond and bridge.

The bottom side of Main Street to the left of the crossroads, the space next to the toy shop, and the right side of upper Bridge Road are grass. **Draw the grass gaps clearly**, so that, for example, the library is not "next to" the crossroads or the pond.

Routes. The token is a card arrow. It always starts on the START star, **facing up the map** (north). Routes use only these instructions:

- **[Go straight on]**: move the token up Bridge Road to the crossroads; at the crossroads, **[Go straight on]** moves it up to the bridge.
- **[Turn left]** / **[Turn right]** at the crossroads: turn the token to face along Main Street that way, then move it along.
- **[Stop at the ___]**: stop the token beside that place, even partway along a road.

Route (from START, facing up)	Where the token ends	What is on the left and right on the way
Go straight on. Stop at the bakery.	beside the bakery	bakery on the left, post office on the right
Go straight on. Turn left. Stop at the library.	beside the library	library on the right (north side, when facing left/west)
Go straight on. Turn left. Stop at the market.	at the market (end of Main Street)	library on the right on the way
Go straight on. Turn right. Stop at the café.	beside the café	café on the left, toy shop on the right
Go straight on. Turn right. Stop at the park.	at the park (end of Main Street)	café on the left and toy shop on the right on the way
Go straight on. Go straight on. Stop at the pond.	beside the pond	pond on the left
Go straight on. Go straight on. Stop at the bridge.	at the bridge	pond on the left on the way

Note for the teacher: after **[Turn left]**, the token faces left (west), so the top side of Main Street is on **its right**. After **[Turn right]**, the top side is on its left. Children do not need to explain this; it is why the token has an arrow.

Keep the full map away from the children until lesson 3. In lesson 2 they meet the places on cards; in lesson 4 each partner has only half of the labels.

Big idea

We can **find our way** in a new language: understand left, right and straight on, know places by their names and signs, say where a place is (**next to** or **opposite** another one), ask **[Where is the ___?]**, and follow a short route on a map.

Outcomes

By the end of the unit, most children can:

1. Show **[left]**, **[right]**, **[straight on]** and **[stop]** when they are said, with the gesture, an arrow card or the token.
2. Point to the right place card or sign when one of the nine place names is said.
3. Show which place is **[next to]** or **[opposite]** another on the Little Hill map, and answer **[Where is the ___?]** by pointing to the map or saying **[It is next to / opposite ___]**.
4. In the pair game, ask where a place is (the whole question, or the place card with the question gesture) and place it on their map from the answer.
5. Move the token along a two- or three-step route on the map when they hear it (for example **[Go straight on. Turn right. Stop at the café.]**).

Prior knowledge

- A Short Scene (grade 2): **[Where is the ___?]** and **[It is in / on / under the ___]**.
- The Market and Weather and Seasons (grade 3 terms 1 and 2): information-gap pair games with a screen; Little Hill as a made-up town.
- Grade 3 society, Maps, routes, and places: reading a simple map from above. It helps, but it is **not** needed here.
- Children who missed earlier units can still take part; every word has a card, a sign or a gesture.

Lessons

Keep the 1-minute greeting chant at the start of each day.

Lesson	Title	Time	Core idea
1	Left, right, straight on	30 min	The four direction words and three instructions, with gestures, arrow cards and a token on a crossroads card
2	Places and signs	30 min	The nine place names and their signs; **[Where is the ___?]** with signs around the room
3	Next to and opposite	30 min	**[next to]** and **[opposite]** on the Little Hill map; building the map from spoken clues
4	Excuse me, where is the café? (pair game)	30 min	An information-gap pair game: each partner's map has only some of the places labelled

Lesson	Title	Time	Core idea
5	Follow my directions	30 min	Moving the token along spoken routes, giving a route to a partner, and the one-to-one check

Timings: every lesson is 30 minutes (3 + 7 + 12 + 3 + 5; in lesson 5 the one-to-one check is spread over the week).

Materials

Whole class unless noted.

- The filled-in word card (above), kept where the teacher can see it.
- **Wristband stickers:** one small sticker per child, worn on the back of the **left** hand, or a loose paper wristband (never tight) for children who prefer not to wear a sticker. Latex-free.
- **Four large arrow cards:** an arrow pointing left, an arrow pointing right, an arrow pointing up (straight on) and a hand (stop). Each card has a clear shape, not colour alone.
- **Small arrow cards per child:** the same four, small enough to hold up (lessons 1 and 5).
- **Crossroads cards per pair** (lesson 1): a card with a plus-shaped road drawn on it (one road up and down, one across) and a star at the bottom, no places.
- **Tokens:** one per pair (lessons 1, 3 and 5) and one for the check: a small card arrow (for example a triangle of thick card), with a clear point and a dot at the back, about 3 cm long.
- **Nine large place cards:** each with the place name written in the language and its sign (see the map table). Big enough to see from the back of the room.
- **Nine small place cards per pair** (lessons 2, 3 and 4): the same name and sign, sized to fit a box on the pair map.
- **The large Little Hill map** (above): a poster with all nine places labelled. Kept hidden until lesson 3.
- **Blank pair maps** (lesson 3, one per pair): the Little Hill map with the roads, the START star, the river and the nine boxes drawn, but the boxes empty.
- **Pair-game sheets per pair** (lesson 4): sheet A, sheet B and their answer strips (see lesson 4), a folder or book to stand up as a screen, and a pencil per child.
- **Pair maps with all nine places labelled** (lesson 5, one per pair): small copies of the large map.
- **Route strips** (lesson 5): strips of card with picture steps (up arrow, left arrow, right arrow, hand, then a place sign), as listed in lesson 5.
- **Tick and cross cards:** one of each per child, as in earlier units.
- **Check things** (lesson 5): one token, one crossroads card, six small place cards (bakery, post office, library, café, park, bridge), a pair map with all nine places labelled, and the record sheet (class list with five columns).
- Paper and pencils for children who want to draw or write (every lesson).
- A lap tray for a child in a wheelchair, if needed (every lesson).
- Ear defenders and a quiet spot, as in every unit.
- Optional, for blind or low-vision children: **tactile arrow cards** (raised arrows and a raised hand outline), a **tactile token** (a card triangle with a raised ridge down the middle and a felt dot at the back), a **tactile crossroads card** (roads made of glued string, a raised star at the bottom), **tactile place cards** (the sign as a raised shape or a small object glued on: a pasta "loaf" shape for the bakery, a folded paper envelope, a mini card book, a dried-bean apple pile in a paper basket, a felt cup, a small bead ball, a felt tree, a felt duck, a card arch), **tactile route strips** (lesson 5: the same steps as raised arrows and a raised hand, with the tactile sign glued at the end), and a **tactile Little Hill map** with string

roads, a raised star, a raised wavy river line and box outlines in raised lines, the boxes big enough for a tactile place card. Large-print copies of all sheets and strips.
- Optional: a fluent speaker's recording of the word card and the routes.

⚠ Safety and access

Safety

- Every movement in this unit can be done seated. If children stand to turn left and right, they turn on the spot beside their chair, with space around them; nobody walks around the room with eyes closed or follows directions blindfolded.
- In lesson 2 the large place cards are fixed to the walls at a height every child can see and reach from a chair, away from doors and heaters; children point from their seats or walk, not run, to a card.
- Tokens, small cards and the tactile items are not put in mouths; use pasta and beans only where no child is likely to eat them, and check for allergies first. Pencils are used at desks and collected at the end.

Privacy and feelings

- **Never ask** children where they live, how they come to school, where they go after school, which shops their family uses, or to draw or describe any real route. All places and routes are in Little Hill.
- If a child volunteers a real route or address, thank them, and move gently back to Little Hill. Do not write it down or repeat it.
- Some children find left and right hard for a long time, and some have dyspraxia or other differences that make it harder. Never laugh at a wrong turn; the wristband sticker and the token are there to help, not to mark anyone out.

Taking part

- **Speaking is optional.** Pointing, gestures, holding up arrow cards, moving the token and placing cards all count. Never make a child speak or move alone in front of others.
- **Movement:** every gesture has a seated, hands-only version. Turning on the spot is never required.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.
- **Noise:** quiet spot and ear defenders allowed; in whole-class games children answer with cards or gestures, not shouting.

Seeing, hearing and colour

- **Colour vision:** arrow cards, signs and the map use shapes and words, never colour alone. Roads, grass and the river differ by pattern (grass hatched, the river with wavy lines). If a child mixes up only colours, do not record it as a language gap.
- **Blind children:** use the tactile arrow cards, tactile token, tactile crossroads card, tactile place cards and the tactile map. Before each activity, guide the child's hand once along the roads from the star. Keep check things in fixed places and say where each one is. Moving the tactile token, or pointing to a tactile place card, is a full answer.
- **Low-vision children:** large, high-contrast cards and maps; seat them near the large map, or give them their own large-print copy.

- **Deaf or hard-of-hearing children:** keep your face visible; do the gesture or show the card every time you say the word. When showing left and right with your back turned, glance over your shoulder or hold up the arrow card as well.
- **Wheelchair users:** all activities are on desks or a lap tray; the token and small cards fit on a lap tray. In lesson 1 the "turn" can be shown with the arms or the token.

Assessment

Lesson 5 includes a five-part check, done one-to-one (about 3 minutes each child; spread over the week). Ask everything without gestures and without pointing or looking at the answer. Record each part as **yes**, **with help** or **not yet**:

1. **Direction words:** put the token on the crossroads card at the star, facing up. Say **[left]**, **[right]**, **[straight on]** and **[stop]**, one at a time, in a mixed order; for each, the child shows it by turning or moving the token (for **[stop]**, the token does not move), by holding up the small arrow card, or with the gesture. Yes = four of four.
2. **Places:** lay out the six small place cards (bakery, post office, library, café, park, bridge), shuffled. Say **[library]**, **[café]**, **[post office]** and **[bridge]**; the child points to each. Yes = four of four.
3. **Next to and opposite:** show the pair map with all nine places labelled. Ask **[Where is the post office?]** and **[Where is the market?]**. The child points to the place on the map, or says **[It is opposite the bakery]** / **[It is next to the library]**. Then point to the café and ask **[Is the toy shop next to the café?]** (no; it is opposite). Yes = all three.
4. **Asking:** put the small café card in front of the child. Say, in the school language, "Ask me where this is." The child asks **[Where is the café?]** (or **[Excuse me, where is the café?]**), or shows the café card with the question gesture. Answer, and thank them. Yes = they ask in any of these ways.
5. **Follow a route:** put the token on START on the pair map, facing up. Say **[Go straight on. Turn right. Stop at the park.]**, then, from START again, **[Go straight on. Turn left. Stop at the library.]**. The child moves the token. Small slips in how far the token goes do not matter; the turns and the stopping place do. Yes = both routes.

Doing it in their own way (pointing, signs, gestures, the child's usual access) counts as **yes**. "Not yet" is normal for some children; the games can be played again any time. **Giving** a route to a partner in lesson 5 is a stretch and is **not** recorded: notice it, but do not score it. Mixing up left and right is recorded as it happened, with a note if the child corrected it using the wristband sticker (that counts as **with help**).

Sources

- NCSSFL-ACTFL Can-Do Statements, Novice: https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do-Novice.pdf (read 13 November 2026; the quoted lines and their sublevels were checked against the PDF page layout). These are performance indicators and examples, not a curriculum, and the unit is not a full alignment. Lines used for this unit, quoted exactly:
  - Interpretive, informational texts, Novice Low (PDF page 15): written example "I can identify some locations or stores by their signs." (the place signs, lesson 2; outcome 2); spoken, viewed, or signed example "I can understand simple directions to a familiar place." (lessons 1 and 5; outcomes 1 and 5).

    - Same page, Novice High example: "I can follow directions in a scavenger hunt game." (following a route to find a place, lesson 5; a stretch beyond Novice Low).
    - Interpersonal, Novice Low (PDF page 19): "I can provide information by answering a few simple questions" (answering **[Where is the ___?]**; outcomes 3 and 4).
    - Interpersonal, Novice High (PDF page 21), speaking example: "I can ask for directions when I'm lost." (asking **[Excuse me, where is the ___?]** in the pair game; a stretch, and Little Hill is made up, so nobody is really lost).
    - Presentational, Novice Low (PDF page 23), writing example: "I can write the names of places on a map." (the optional stretch in lesson 3: writing place names on the blank map; most children place cards instead).
    - Same page, Novice Mid example: "I can tell the location of a city relative to another city on a map." (the unit uses places in one town, not cities: **[It is next to / opposite ___]**; outcome 3).
    - Same page, Novice High example: "I can give simple directions to a nearby location." (giving a route to a partner in lesson 5; a stretch, not recorded).
- Wikipedia, "Guugu Yimithirr language": https://en.wikipedia.org/wiki/Guugu_Yimithirr_language (read 13 November 2026). The article says the language "is notable for its use of pure geographic directions (north, south, east, west) rather than egocentric directions (left, right, forward, backward)", adding that such "purity" is disputed. This is the reason for the directions warning above; it is one example, not a survey of languages.
- 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 (lessons 1 and 5).
- 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. The pair game in lesson 4 is an information gap: each partner's map has only some of the places labelled.

Known gaps and cautions

- Four other agents (Gemini 3.5 Flash, Gemini 3.8 Flash, Gemini 4 Argon and Gemini 4 Carbon, all at ce47029) text-checked this unit on 2026-11-13. Three reported no errors; Gemini 4 Carbon reported two items (question phrases missing from the word card; tactile place cards, tactile crossroads card and tick and cross cards missing from lesson 5 Materials), fixed in 83e6bd1, and Gemini 4 Argon and Gemini 4 Carbon re-checked the fix. Those are text checks by AI agents, not a teacher review, classroom test or physical safety assessment.
- **No pronunciation help**, as in earlier units. Use a fluent speaker's recording if needed.
- **Left and right are hard.** Many children are still learning which is which in their first language at this age; the unit gives the wristband sticker and the token's arrow as help, and records "with help" honestly. Outcome 1 is about the words, but a child's own left-right confusion can look like a language gap.
- **The map, the place names, the signs, the gestures and the routes are the author's.** The Can-Do Statements describe what learners can do; they do not list words or places for a grade 3 class. Several of the lines quoted are Novice Mid or Novice High examples, used here as stretches.
- Routes are short (at most one turn) and only on the Little Hill map. Real directions with distances ("the second street"), compass words, "past", "before" and "after" are not taught. Writing directions is not taught.

- The year plan says "asking for and giving directions". In this unit children **ask where** a place is and **answer with next to or opposite**; **giving** a whole route is only a stretch in lesson 5. Asking for directions in the full sense ("How do I get to ___?") is not taught.
- Timings are untested.

The lesson order matters: children learn the direction words with the token (lesson 1) before they need them on the map; they meet the places by their signs (lesson 2) before they place them on the map with **[next to]** and **[opposite]** (lesson 3); they need both for the pair game (lesson 4); and following whole routes comes last (lesson 5).

Lesson 1: Left, right, straight on

Unit overview - Next: Lesson 2: Places and signs

Goal: Children show **[left]**, **[right]**, **[straight on]** and **[stop]** with a gesture, an arrow card or a token, and move a token on a crossroads card when they hear **[Go straight on]**, **[Turn left]**, **[Turn right]** and **[Stop]**.

Length: about 30 minutes.

Materials

- The word card.
- Wristband stickers (one per child, latex-free), and loose paper wristbands for children who prefer not to wear a sticker.
- The four large arrow cards: left, right, up (straight on) and a hand (stop).
- Small arrow cards: one set of four per child.
- Crossroads cards: one per pair, plus the check crossroads card for the teacher.
- Tokens: one per pair, plus the check token for the teacher.
- Paper and pencils for children who want to draw or write.
- A lap tray for a child in a wheelchair, if needed.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile arrow cards, a tactile token and a tactile crossroads card (see the unit Materials); large-print arrow cards.

Steps

✎ Opening (3 min)

Greeting chant. In the school language: "Today we learn to find our way. First, a sticker for your **left** hand." Help each child put a wristband sticker on the back of the left hand, or give a loose paper wristband instead. No child has to wear one; a child who does not want one can keep a small arrow card on the left side of the desk.

Warm-up: show me (7 min)

1. **Turn round (2 min).** Stand with your back to the class, so you face the same way as the children. Hold up your left hand and say **[left]**; children hold up the hand with the sticker. Do the same for **[right]**. Glance over your shoulder each time, so children who lip-read can see your face.
2. **The other two words (2 min).** Still facing the same way as the class, show **[straight on]** (both hands flat, pointing forwards, moving ahead) and **[stop]** (one hand up, palm out). Children copy.
3. **Arrow cards (3 min).** Turn back to face the class. Hold up each large arrow card and say its word; children do the gesture. Then say the words in a mixed order without the cards; children do the gesture. Nobody is "out". Children who like to can stand and turn on the spot beside their chair for **[Turn left]** and **[Turn right]**; everyone else turns with the arm sweep.

✎ Main activity: the token on the crossroads (12 min)

1. **Model it (3 min).** Hold up the check crossroads card flat, facing the class, with the star at the bottom. Put the check token on the star, its point facing up the card. Say: "The token is a little person. Its point shows where it is looking. Left and right are **its** left and right." Say **[Go straight on]** and move the token up to the crossroads. Say **[Turn left]** and turn the token to point along the road to the left. Say **[Go straight on]** and move it along; then **[Stop]**. Do it again with **[Turn right]**.

2. **Pairs (6 min).** Each pair has a crossroads card and a token. One child moves the token; the partner checks with their wristband sticker. Say each sequence slowly, then swap roles after each one:

    - **[Go straight on. Stop.]** (the token stops at the crossroads, still pointing up)
    - **[Go straight on. Turn right. Go straight on. Stop.]** (it ends on the right-hand road, pointing right)
    - **[Go straight on. Turn left. Go straight on. Stop.]** (it ends on the left-hand road, pointing left)
    - **[Go straight on. Go straight on. Stop.]** (it ends at the top of the card, pointing up)

    Walk round. If a token turns the wrong way, point to the wristband sticker and to the token's point; do not say "wrong".

3. **Small arrow cards (3 min).** Children put the token down and hold their four small arrow cards. Say a word; children hold up the matching card. Then invite volunteers to say a word for the class to show. Speaking is invited, never required; a volunteer can hold up a large arrow card instead.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why did I turn round to show left and right?" (Because when I face you, my left hand is on your right side. Turning round, we all face the same way.)
- "At the star, which way does the token point?" (Up the card, towards the crossroads.)
- "After **[Turn right]**, which way does the token point?" (Along the road to the right.)

✓ Closing check (with answers) (5 min)

Children answer with a small arrow card or the gesture. Say each word without doing the gesture:

1. **[right]**
2. **[stop]**
3. **[straight on]**
4. **[left]**
5. Hold up the check crossroads card with the token at the crossroads, pointing up. Say **[Turn left]**. "Which way is the token pointing now?" Children hold up an arrow card.

Answers: the right arrow; the hand; the up arrow; the left arrow; the left arrow.

Vocabulary

New: **[left]**, **[right]**, **[straight on]**, **[stop]**, **[Turn left]**, **[Turn right]**, **[Go straight on]**.
Review: the greeting chant, **[yes]**, **[no]**.

Differentiation

- **Support:** practise only **[left]** and **[right]** first, with the wristband sticker, then add the other two. The partner may move the token first while the child watches, then the child does the same.
- **Stretch:** the child gives a sequence to their partner, saying the instructions while the partner moves the token. Or, with the token stopped on a road, the child pats the side of the desk and says **[on the left]** or **[on the right]** for the side of the road the partner points to.
- **Blind or low-vision children:** before the pair work, guide the child's hand once along the string roads of the tactile crossroads card, from the raised star up to the crossroads and along each side road. The child feels the ridge on the tactile token to know where it points, and holds up tactile arrow cards in the closing check. Low-vision children use large-print arrow cards.

⚠ Safety

- Turning on the spot is optional and only beside the child's own chair, with space around them. Nobody turns with eyes closed.
- Wristband stickers go on the back of the hand only, never the face; paper wristbands are loose. Use latex-free stickers.
- Tokens and cards are not put in mouths. Pencils are used at desks and collected at the end.

Teacher notes and misconceptions

- Facing the class and holding up your left hand shows the children a hand on **their** right. That is why you turn round in the warm-up and use the token's point in the main activity.
- Many children are still learning left and right in their first language. Mixing them up is not a language mistake; the wristband sticker is the help.
- When the token points left or right, its left and the child's left are not the same. In this lesson children only turn the token at the crossroads. Some children find it easier to turn the whole card so that the token points away from them; let them.
- Keep the gestures exactly the same every time, as written on the word card.

Lesson 2: Places and signs

Unit overview - Previous: Lesson 1: Left, right, straight on - Next: Lesson 3: Next to and opposite

Goal: Children point to the right place card or sign when they hear one of the nine place names, and answer **[Where is the ___?]** by pointing.

Length: about 30 minutes.

Materials

- The word card.
- The four large arrow cards (for the opening).
- The nine large place cards, ready to fix to the walls. Fix them at a height every child can see and reach from a chair, away from doors and heaters.
- Small place cards: one set of nine per pair.
- Tick and cross cards (one of each per child).
- Paper and pencils for children who want to draw or write.
- A lap tray for a child in a wheelchair, if needed.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile place cards (see the unit Materials); large-print small place cards.
- Keep the large Little Hill map hidden; it is used from lesson 3.

Steps

✎ Opening (3 min)

Greeting chant. Hold up the large arrow cards in a mixed order; children do the gesture for **[left]**, **[right]**, **[straight on]** and **[stop]**. Turn round to show left and right, as in lesson 1.

Warm-up: nine places (7 min)

1. In the school language: "Little Hill is a made-up town. Today we meet its places. Every place has a name and a sign, so you can find it even if you cannot read the word."
2. **Three at a time (5 min).** Hold up a large place card, say its name and point to its sign; children point to the sign too, and may say the name. Fix the card to the wall. Do three places, then say those three names in a mixed order while children point to the cards on the wall. Then the next three, then the last three:
    - bakery (loaf), post office (envelope), library (open book);
    - market (basket of apples), café (cup), toy shop (ball);
    - park (tree), pond (duck), bridge (arch).
3. **Signs only (2 min).** Point to a card on the wall and cover its name with your hand. Children say or show which place it is (for example, by pointing to the same small card later, or by saying the name). Do four or five cards.

✎ Main activity: Where is the ___? (12 min)

1. **Model it (2 min).** Review the grade 2 question: say **[Where is the bakery?]** with open hands and a questioning face, then point to the bakery card on the wall. Ask two more; children point from their seats.
2. **Point and find (4 min).** Ask **[Where is the ___?]** for each of the nine places in a mixed order. Children point from their seats. After each one, invite a volunteer to walk (not run) to the card and touch it, or to point to it from their seat. Volunteers only; nobody has to go.
3. **Pairs (6 min).** Each pair spreads its nine small place cards face up between them. Child A asks **[Where is the ___?]** for any place; child B points to that small card (or picks it up and shows it). After four questions they swap. A child who does not want to speak can ask by pointing to a card on the wall with the questioning face; the partner then finds the small card that matches. Walk round and listen.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How can you find the bakery if you cannot read the word yet?" (By its sign, the loaf of bread.)
- "In which Little Hill places can you buy something?" (The bakery, the market, the café, the toy shop, and stamps at the post office. In the library you borrow books. The park, the pond and the bridge are not shops.)
- "Is Little Hill a real town?" (No, it is made up. That is why we can all find our way in it.)

✓ Closing check (with answers) (5 min)

Children point to a card on the wall, hold up a small place card, or hold up a tick or cross card:

1. **[Where is the library?]**
2. **[Where is the pond?]**
3. Hold up the large café card: **[Is this the toy shop?]**
4. Point to the bridge card and cover its name: "Which place is this?"

Answers: the library card (open book); the pond card (duck); no (cross), it is the café; the bridge.

Vocabulary

New: **[bakery]**, **[post office]**, **[library]**, **[market]**, **[café]**, **[toy shop]**, **[park]**, **[pond]**, **[bridge]**. Review: **[Where is the ___?]**, **[left]**, **[right]**, **[straight on]**, **[stop]**, **[yes]**, **[no]**.

Differentiation

- **Support:** in the pair game, the child uses only the first three or six places; the partner may point to the wall card first.

- **Stretch:** the child asks and answers in full, adding **[Excuse me]** before the question and **[Thank you]** after it. Or the child copies two or three place names from the small cards onto paper, next to a drawing of the sign.
- **Blind or low-vision children:** instead of the wall cards, the child has the nine tactile place cards in a row on the desk (or lap tray), always in the same order; say where each one is the first time. In the games, the child touches the tactile card when the place is named. Low-vision children use large-print small place cards and sit near the wall cards.

⚠ Safety

- The wall cards are at a height every child can reach from a chair, away from doors and heaters. Children walk, not run, to a card; volunteers only.
- Tactile place cards with pasta or beans are used only after checking for allergies, and only where no child is likely to eat them. Cards and tactile items are not put in mouths.
- Pencils are used at desks and collected at the end.

Teacher notes and misconceptions

- **Do not ask** which shops the children's families use, or where their own bakery or library is. Keep every place in Little Hill. If a child tells you about a real shop, thank them and move back to Little Hill.
- The signs are the author's choice and stand for the place, not for something you can buy there: the apple basket means "market", not "apples". If a child says **[apple]** for the market card, accept it as a good try and say **[market]**.
- Some languages use a borrowed word for some places (for example a word close to "café" or "park"). That is fine; teach the word a fluent speaker would use.
- Leave the large place cards on the walls if you can; they help in lessons 3 and 4.

Lesson 3: Next to and opposite

Unit overview - Previous: Lesson 2: Places and signs - Next: Lesson 4: Excuse me, where is the café? (pair game)

Goal: Children show which place is **[next to]** or **[opposite]** another, build the Little Hill map from spoken clues, and answer **[Where is the ___?]** with **[It is next to / opposite ___]** or by pointing.

Length: about 30 minutes.

Materials

- The word card.
- The nine large place cards, still on the walls from lesson 2 (if you took them down, any place to show them will do).
- The large Little Hill map, kept face down or covered until the end of the main activity.
- Blank pair maps: one per pair, plus one for the teacher to hold up (roads, START star, river and the nine empty boxes).
- Small place cards: one set of nine per pair.
- Tokens: one per pair.
- Tick and cross cards (one of each per child).
- Paper and pencils (pencils are also the "road" in the warm-up; paper for the writing stretch).
- A lap tray for a child in a wheelchair, if needed.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: the tactile Little Hill map, tactile place cards and a tactile token (see the unit Materials); large-print blank maps.

Steps

✎ Opening (3 min)

Greeting chant. Each pair puts its token on the START star of its blank pair map, pointing up. Say **[Go straight on]** (to the crossroads), **[Turn right]**, **[Go straight on]**, **[Stop]**. Then back to START for **[Go straight on. Go straight on. Stop.]** (up to the river). Children keep the token beside the map afterwards.

Warm-up: next to and opposite (7 min)

1. **Gestures (2 min).** Show **[next to]** (two fists side by side, touching) and **[opposite]** (two flat hands facing each other with a gap). Children copy. Say each word a few times in a mixed order; children show the gesture.
2. **Cards on the desk (5 min).** Each pair takes out the bakery and post office cards. Lay a pencil on the desk: "This is a road." Put the two cards side by side on the same side of the pencil, touching: **[The bakery is next to the post office]**. Then put them on opposite sides of the pencil, facing each other: **[The bakery is opposite the post office]**. Pairs copy each arrangement. Then say **[next to]** or **[opposite]**, and pairs arrange their two

cards; repeat with other pairs of cards (for example the café and the park). Remind them: "Opposite means across the road. Next to means side by side, with nothing between."

✎ Main activity: build the map (12 min)

1. **Model it (3 min).** Hold up your blank pair map and point to START, Bridge Road, Main Street, the crossroads and the river. Say: "Every box is a place. I will tell you where the places are. You put the small card in its box." Point to the box on the left of lower Bridge Road: "The bakery is here." Pairs put the bakery card there. Then say **[The post office is opposite the bakery]**, with the opposite gesture. Wait; pairs find the box across the road and put the post office card in it. Hold up your map to show it.

2. **Clues (7 min).** Give the clues one at a time, with the gesture each time, and wait for every pair before going on. Some places you point to on your map; the others come from the clue:

    - Point: "The library is here" (Main Street, left of the crossroads, top side). Then **[The market is next to the library]**.
    - Point: "The café is here" (Main Street, right of the crossroads, top side). Then **[The toy shop is opposite the café]** and **[The park is next to the café]**.
    - Point to the box on the river: "The bridge is here." Then **[The pond is next to the bridge]**.

    Each clue has only one possible box, because everything else is grass. If a pair is stuck, ask **[Where is the café?]** and let them find their café card first.

3. **Check (2 min).** Uncover the large Little Hill map. Pairs compare their map with it and move any card that is in the wrong box.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Is the library next to the café?" (No. The crossroads and the grass are between them.)
- "Why is the library not next to the crossroads?" (There is grass between them. Next to means nothing in between.)
- "What is opposite the toy shop?" (The café. They face each other across Main Street.)

✓ Closing check (with answers) (5 min)

Use the large Little Hill map. Children point to their own pair map, use the gestures, hold up a tick or cross card, or say the answer:

1. **[Where is the market?]**
2. **[Where is the toy shop?]**
3. Point to the pond: **[Is the pond next to the bridge?]**
4. **[Is the park opposite the café?]**

Answers: next to the library; opposite the café; yes (tick); no (cross), it is next to the café.

Vocabulary

New: **[next to]**, **[opposite]**, **[It is next to ___]**, **[It is opposite ___]**. Review: the nine place names, **[Where is the ___?]**, **[left]**, **[right]**, **[straight on]**, **[stop]**, **[yes]**, **[no]**.

Differentiation

- **Support:** the child works with a partner who places the card first; the child then shows the gesture for **[next to]** or **[opposite]**. Or give the clue and then point to the right box for that pair.
- **Stretch:** after the check, the child writes the names of three or more places on paper beside a small drawing of the map, copying from the small cards, or says each clue back in full (**[The market is next to the library]**).
- **Blind or low-vision children:** before the clues, guide the child's hand along the string roads of the tactile map, from the raised star to the crossroads, along Main Street both ways, and up to the river line, and let them feel the empty box outlines. A partner or adult says each clue, and the child puts the tactile place card in the box. For the check, an adult says which places are in which boxes, and the child checks by touch. Low-vision children use a large-print blank map.

⚠ Safety

- Tokens, small cards and tactile items are not put in mouths. Tactile items with pasta or beans are used only after checking for allergies.
- Pencils are used at desks and collected at the end.

Teacher notes and misconceptions

- **Opposite** means across the road, facing; **next to** means on the same side, side by side, with nothing between. Some children say "next to" for anything nearby. Point to the grass gaps on the large map and ask: "Is anything between them?"
- In some languages **[next to]** or **[opposite]** changes the place word after it. Say the clue the way a fluent speaker would; children only need to understand it and place the card.
- Keep the large map covered until step 3, so the clues are a real challenge. From now on it can stay up, except in lesson 4, when it is hidden again.
- Writing the names is a stretch. Placing the small cards is the language task.

Lesson 4: Excuse me, where is the café? (pair game)

Unit overview - Previous: Lesson 3: Next to and opposite - Next: Lesson 5: Follow my directions

Goal: Children ask **[Excuse me, where is the ___?]** and answer **[It is next to / opposite ___]** in an information-gap pair game, each partner holding a map with only some of the places labelled.

Length: about 30 minutes.

Materials

- The word card.
- **Pair-game sheets per pair.** Both sheets show the Little Hill map: roads, the START star, the river and all nine boxes.
  - **Sheet A:** five boxes labelled with name and sign: bakery, library, toy shop, park, bridge. The post office, market, café and pond boxes are empty.
  - **Sheet B:** four boxes labelled: post office, market, café, pond. The bakery, library, toy shop, park and bridge boxes are empty.
- **Answer strips per pair.** Each line shows the sign of a place, a small drawing of the next to or opposite gesture, and the sign of the other place, with the words written under them.
  - **Strip B** (used by child B when answering): post office, opposite the bakery; market, next to the library; café, opposite the toy shop (or next to the park); pond, next to the bridge.
  - **Strip A** (used by child A when answering): bakery, opposite the post office; library, next to the market; toy shop, opposite the café; park, next to the café; bridge, next to the pond.
  - The teacher keeps the strips and hands each one out only for the round in which that child answers (see the teacher notes).
- A folder or book per pair to stand up as a screen.
- A pencil per child.
- Small place cards: one set of nine per pair, to put in the empty boxes instead of drawing.
- The large Little Hill map, kept hidden until the closing check.
- Tick and cross cards (one of each per child).
- Paper for children who want to draw.
- A lap tray for a child in a wheelchair, if needed.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: the tactile Little Hill map and tactile place cards (see Differentiation); large-print sheets and strips.

Steps

✎ Opening (3 min)

Greeting chant. Teach **[Excuse me]** (a small raised hand) and review **[Thank you]** from The Market (a nod and a smile). Say **[Excuse me, where is the bridge?]** with the gestures;

children copy the gestures and may say it with you. Then show **[next to]** and **[opposite]** once more; children do the gestures.

Warm-up: half a map each (7 min)

1. In the school language: "Today each of you has half of the Little Hill map. Some boxes have a name, and some are empty. To fill the empty boxes, you ask your partner."
2. Show a sheet A: point to the labelled boxes and the empty ones. "When you know where a place is, put its small card in the box, or write or draw it." Show a strip: "When it is your turn to answer, you get a strip. It tells you the answers."
3. **Model it (4 min).** Give a volunteer sheet B and strip B, behind a screen. The teacher (with sheet A) asks **[Excuse me, where is the post office?]** The volunteer finds the post office line on the strip and answers **[It is opposite the bakery]**, or just **[opposite the bakery]**, or shows the opposite gesture and points to the bakery sign on the strip. The teacher finds the bakery on sheet A, puts the post office card in the box across the road, and says **[Thank you]**. Say: "Everyone will still ask about the post office in the game."

✎ Main activity: the pair game (12 min)

1. **Round 1 (5 min).** Partners sit with a screen between them. Give out strip B only. Child A asks about each empty box on sheet A: the post office, the market, the café and the pond. Child B answers from strip B, and A puts the small card in the box (or writes or draws). Collect strip B.
2. **Round 2 (5 min).** Give out strip A. Child B asks about the bakery, the library, the toy shop, the park and the bridge. Child A answers from strip A, and B fills the boxes. Collect strip A. Asking can be the whole question, just **[Where is the ___?]**, or holding up the small place card with the questioning face. Answers can be words, the gesture with a point to the sign on the strip, or both.
3. **Compare (2 min).** Partners take the screen away and put their sheets side by side. Every box should now have the same place on both sheets. Fix any that differ by asking again.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why did you need to ask your partner?" (Because only your partner's strip had those answers.)
- "Child B, how did you know which box was the park and which was the toy shop?" (The park is **next to** the café, on the same side. The toy shop is **opposite** the café, across the road.)
- "Is anyone really lost in Little Hill?" (No. It is a made-up town. In real life, if you are lost, you ask a grown-up you trust, like a teacher or a police officer.)

✓ Closing check (with answers) (5 min)

Show the large Little Hill map. Children answer by pointing to their sheet, with the gestures, a tick or cross card, or words:

1. **[Excuse me, where is the café?]**
2. **[Where is the pond?]**
3. Point to the bakery: **[Is the bakery next to the post office?]**
4. **[Where is the market?]**

Answers: opposite the toy shop, or next to the park (both are right); next to the bridge; no (cross), it is opposite; next to the library.

Vocabulary

New: **[Excuse me]**, **[Excuse me, where is the ___?]**. Review: **[Thank you]** (from The Market), **[next to]**, **[opposite]**, **[It is next to / opposite ___]**, the nine place names, **[Where is the ___?]**, **[yes]**, **[no]**.

Differentiation

- **Support:** the child asks about only two places in their round; the partner may show the strip line after answering.
- **Stretch:** the child asks every question with **[Excuse me]** and says **[Thank you]** after each answer, and answers in full sentences. Or, in round 2, child A answers from the finished sheet A instead of strip A.
- **Blind or low-vision children:** the child uses the tactile Little Hill map, with the tactile place cards for their own sheet's labelled places already in their boxes, and the other tactile place cards in a row on the desk. Guide the child's hand along the roads once before the game. When answering, an adult reads the strip line quietly to the child. When asking, the child puts the tactile place card in the box their partner describes. Low-vision children use large-print sheets and strips.

⚠ Safety

- Pencils are used at desks and collected at the end.
- Tactile items with pasta or beans are used only after checking for allergies; cards and tactile items are not put in mouths.

Teacher notes and misconceptions

- **Why the strips are handed out one at a time:** next to and opposite work both ways, so each strip also tells its holder where their own missing places are (strip A says the library is next to the market). Give out strip B only for round 1, and collect it before round 2; give out strip A only for round 2. That keeps the gap real.
- Do not let children look over the screen, and keep the large map hidden until the closing check. The large place cards on the walls do not show positions and can stay up.

- Each answer names a place the asker already has on their sheet, so every empty box can be found from one answer.
- For the café, both **[opposite the toy shop]** and **[next to the park]** are right. Child A has both the toy shop and the park on sheet A, so either answer would work; strip B gives "opposite the toy shop" to keep it simple, and in the closing check either answer counts.
- If a child says **[It is near the ___]** or points vaguely, ask: **[Next to? Opposite?]** with both gestures.

Lesson 5: Follow my directions

Unit overview - Previous: Lesson 4: Excuse me, where is the café? (pair game)

Goal: Children move the token along a two- or three-step route on the Little Hill map when they hear it, say what is **[on the left]** or **[on the right]**, and, as a stretch, give a route to a partner. The one-to-one check starts this week.

Length: about 30 minutes (the one-to-one check is spread over the week).

Materials

- The word card.
- The large Little Hill map, on show.
- Pair maps with all nine places labelled: one per pair.
- Tokens: one per pair, plus the check token for the teacher to show on the large map.
- Small arrow cards: one set of four per child.
- Wristband stickers or loose paper wristbands (latex-free), for children who want one again.
- **Route strips:** one set of seven per pair, each a strip of card with picture steps (an up arrow means **[Go straight on]**, a left or right arrow means **[Turn left]** or **[Turn right]**, a hand and a place sign mean **[Stop at the ___]**):
    1. up arrow; hand and loaf (bakery)
    2. up arrow; left arrow; hand and open book (library)
    3. up arrow; left arrow; hand and apple basket (market)
    4. up arrow; right arrow; hand and cup (café)
    5. up arrow; right arrow; hand and tree (park)
    6. up arrow; up arrow; hand and duck (pond)
    7. up arrow; up arrow; hand and arch (bridge)
- Check things (for the one-to-one check): one token, one crossroads card, six small place cards (bakery, post office, library, café, park, bridge), a pair map with all nine places labelled, and the record sheet.
- Tick and cross cards (one of each per child).
- Paper and pencils for children who want to draw or write.
- A lap tray for a child in a wheelchair, if needed.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: the tactile Little Hill map, tactile token, tactile arrow cards, tactile place cards, tactile route strips and, for the one-to-one check, the tactile crossroads card (the same steps as raised arrows and a raised hand, with the tactile sign glued at the end); large-print pair maps and route strips.

Steps

✎ Opening (3 min)

Greeting chant. Say **[left]**, **[right]**, **[straight on]** and **[stop]** in a mixed order; children hold up the small arrow card. Then say **[Turn left]** and **[Turn right]**; children do the arm sweep.

Warm-up: on the left, on the right (7 min)

1. **Model it (3 min).** Put the check token on the START star of the large map, pointing up. Say **[Go straight on. Stop at the bakery.]** and move it. Pat the left side of a desk: **[The bakery is on the left.]** Pat the right side: **[The post office is on the right.]** Children copy the pats.
2. **Pairs (4 min).** Each pair puts its token on START on its pair map, pointing up. Say **[Go straight on. Stop at the bakery.]** Ask **[What is on the right?]**; children pat the side and point (the post office). Back to START. Say **[Go straight on. Go straight on. Stop at the pond.]** Ask **[Is the pond on the left?]** (yes: children hold up the tick card).

✎ Main activity: follow my directions (12 min)

1. **Follow the route (5 min).** Say each route slowly, twice. Pairs take turns moving the token from START; the partner checks. After each one, show it on the large map with the check token.
    - **[Go straight on. Turn right. Stop at the café.]**
    - **[Go straight on. Turn left. Stop at the library.]**
    - **[Go straight on. Turn right. Stop at the park.]**
    - **[Go straight on. Go straight on. Stop at the bridge.]**
    - **[Go straight on. Turn left. Stop at the market.]**
2. **Mystery places (2 min).** Say a route, then a question instead of a place name. Children move the token, then point to the answer:
    - **[Go straight on. Go straight on. Stop at the bridge. What is on the left?]** (the pond)
    - **[Go straight on. Turn right. Stop at the café. What is opposite?]** (the toy shop)
3. **Your turn to lead (5 min).** Each pair puts its route strips face down. One child picks a strip and gives the route: by saying it, by showing the picture steps one at a time with the gestures, or both. The partner moves the token, then turns the strip over to check the place sign. Swap after each strip. Giving a route in words is a stretch; showing the strip counts.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Which routes have no turn?" (To the bakery, the pond and the bridge: only **[Go straight on]**.)
- "After **[Turn right]**, is the café on the left or the right?" (On the left. The toy shop is on the right.)
- "Did anyone's token turn the wrong way? What helped?" (The wristband sticker, the token's point, or turning the map. Everyone makes wrong turns sometimes.)

✓ Closing check (with answers) (5 min)

Children move the token on their pair map and point to where it stops, or pat the side of the desk:

1. **[Go straight on. Turn left. Stop at the market.]**
2. **[Go straight on. Stop at the bakery. What is on the right?]**
3. **[Go straight on. Turn right. Stop at the park.]**

Answers: the token is at the market, at the left end of Main Street; the post office (on the right); the token is at the park, at the right end of Main Street.

Tell the children: "This week I will play a short game with each of you, one at a time." Over the week, do the five-part check from the unit overview (about 3 minutes per child) while the others play the pair game from lesson 4 or the route strips again.

Vocabulary

New: **[on the left]**, **[on the right]**, **[Stop at the ___]**, **[What is on the left / right?]**. Review: **[Go straight on]**, **[Turn left]**, **[Turn right]**, **[stop]**, **[next to]**, **[opposite]**, the nine place names, **[yes]**, **[no]**.

Differentiation

- **Support:** use only the routes with no turn first (bakery, pond, bridge), then add one turn. The partner may move the token first while the child watches, then the child does the same.
- **Stretch:** the child gives routes from the strips in full sentences, or makes up a route to a place and says it for the partner without a strip. Or, after the token stops, the child says what is **[on the left]** and **[on the right]**.
- **Blind or low-vision children:** before the routes, guide the child's hand along the string roads of the tactile map from the raised star. The child moves the tactile token (feeling its ridge to know which way it points) and uses tactile route strips. In the mystery places, the child touches the tactile place card. Low-vision children use large-print pair maps and route strips.

⚠ Safety

- Tokens, strips and tactile items are not put in mouths; tactile items with pasta or beans are used only after checking for allergies.
- Pencils are used at desks and collected at the end.

Teacher notes and misconceptions

- After **[Turn left]**, the token points left (west), so the top side of Main Street (the library and the market) is on **its right**. After **[Turn right]**, the top side (the café and the park) is on its left. Children do not need to explain this; let them turn the map if it helps.
- Small slips in how far the token moves do not matter. The turns and the place where it stops do.

- Routes are only on the Little Hill map. **Never ask** children to give or draw the way to their home, to school or to any real place. If a child volunteers one, thank them and move back to Little Hill.
- In the check, mixing up left and right is recorded as it happened; if the child fixes it using the wristband sticker, that is **with help**.