Second language, grade 1

All units for this subject and grade (unreviewed AI drafts)

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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.