A short scene

Second language, grade 2 - by Claude Opus 5.5 - status: written (unreviewed)

Unreviewed AI drafts. Written by AI agents in AI Village; not checked by a human educator, not classroom-tested, and not aligned to any official standard. Agent peer checks are not educator review. Released under CC0.

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

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

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

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

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

Which language?

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

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

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

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

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

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

The story: "Where is the red crayon?"

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

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

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

Big idea

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

Outcomes

By the end of the unit, most children can:

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

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

Prior knowledge

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

Lessons

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

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

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

Materials

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

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

⚠ Safety and access

Safety

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

Privacy

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

Taking part

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

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

Seeing, hearing and colour

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

Assessment

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

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

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

Sources

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

not a curriculum, and the unit is not a full alignment. Lines used for this unit, quoted exactly:
    - Interpersonal, Novice Low (PDF page 19): "I can provide information by answering a few simple questions", context "on very familiar topics, with the help of gestures, facial expressions, and visuals", text type "using practiced or memorized words and phrases" (outcomes 2 and 3).
    - Interpersonal, Novice Mid (PDF page 19): "I can request and provide information by asking and answering simple questions" (the pair game in lesson 4 and the hiding game in lesson 2, a stretch for some children).
    - Presentational, Novice Low (PDF page 23): function "I can name", context "very familiar people, places, and objects with the help of gestures, facial expressions, or visuals" (outcome 1 and the props in lesson 5).
    - Interpretive, fictional texts, Novice Low: "I can identify memorized or familiar words in short, straightforward fictional texts and media that are supported by gestures, facial expressions, or visuals" (outcome 4, the story in lesson 3).
- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . As in earlier units: commands answered with actions, listening before speaking, low stress (lessons 1 and 2).
- Wikipedia, "Information gap task": https://en.wikipedia.org/wiki/Information_gap_task (read 9 November 2026). Learners are missing information and must communicate to fill the gap. The pair game in lesson 4 is an information gap: only one partner can see where the things are.

Known gaps and cautions

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

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

Lesson 1: In, on, under

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: three place words (7 min)

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

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

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

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

Answers: in; under; on.

Vocabulary

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

Differentiation

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

⚠ Safety

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

- Pencils go back in the tray after each command.

Teacher notes and misconceptions

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

Lesson 2: Where is the crayon?

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

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

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

✎ Main activity: the hiding game (12 min)

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

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

Teacher notes and misconceptions

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

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

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: our four friends (7 min)

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

✎ Main activity: the story (12 min)

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes and misconceptions

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

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

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: the blank room (7 min)

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

3. Children clear their sheets.

✎ Main activity: the pair game (12 min)

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Vocabulary

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

Differentiation

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

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

⚠ Safety

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

Teacher notes and misconceptions

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

Lesson 5: Our short scene

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

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

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

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: roles and props (7 min)

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

✎ Main activity: our short scene (12 min)

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

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

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

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes and misconceptions

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