Second language, grade 2

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

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Grade 2 Second Language: Things in the Classroom (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Children are never asked what they own or have at home: every "have" question is about a game card or a made-up character's bag.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

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

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

Which language?

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

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

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

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

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

Little Hill school bags

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

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

Big idea

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

Outcomes

By the end of the unit, most children can:

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

Prior knowledge

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

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

Lessons

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

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

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

Materials

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

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

Access and inclusion

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

Assessment

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

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

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

Sources

- NCSSFL-ACTFL Can-Do Statements, Novice: https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do-Novice.pdf (read 10 November 2026; the quoted lines were checked against the rendered PDF pages). These are performance indicators and examples, not a curriculum. Lines used for this unit:
  - Presentational, Novice Low (PDF page 23): function "I can name", context "very familiar people, places, and objects with the help of gestures, facial expressions, or visuals"; examples "I can name items I see every day." and "I can say numbers from 1-10." (outcomes 1 to 3; this unit goes on to twenty).
  - Interpersonal, Novice Low (PDF page 19): "I can provide information by answering a few simple questions", context "on very familiar topics, with the help of gestures, facial expressions, and visuals", text type "using practiced or memorized words and phrases"; example "I can respond to a basic math question using numbers." (outcomes 4 and 5).
  - Interpersonal, Novice Mid (PDF page 19): "I can request and provide information by asking and answering simple questions" (asking **[Do you have ___?]** in the pair game, a stretch for some children).
  - Presentational, Novice Mid example (PDF page 23): "I can give some simple information about my classroom or school." (the unit topic).
- Wikipedia, "Information gap task": https://en.wikipedia.org/wiki/Information_gap_task (read 9 November 2026). Learners are missing information and must communicate to fill the gap. The pair card game in lesson 4 is an information gap: each child cannot see the partner's cards, so they need to ask.

- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . As in earlier units: commands answered with actions, listening before speaking, low stress.

Known gaps

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

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

Lesson 1: What is it?

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

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

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

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes

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

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

Lesson 2: A red crayon, a blue ruler

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: colours we know (7 min)

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

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes

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

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

Lesson 3: Counting to twenty

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: one to ten (7 min)

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

✎ Main activity: eleven to twenty (12 min)

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

Answers: cards 15, 18, 11, 20.

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes

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

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

Lesson 4: Do you have a red crayon?

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

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

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

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

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

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

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

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Answers: yes; no; yes; eighteen.

Vocabulary

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

Differentiation

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

⚠ Safety

- Nothing to note beyond the usual classroom rules.

Teacher notes

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

Lesson 5: Packing Mouse's bag

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

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

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

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: quick quiz (5 min)

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

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

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

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

The one-to-one check

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

Vocabulary

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

Differentiation

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

⚠ Safety

- Nothing to note beyond the usual classroom rules.

Teacher notes

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

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

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

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

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

Which language?

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

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

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

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

The Little Hill animal cards

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

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

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

Big idea

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

Outcomes

By the end of the unit, most children can:

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

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

Prior knowledge

- Numbers to Ten, Colours and Animals Through Games (kindergarten): **[cat]**, **[dog]**, **[bird]**, **[fish]**, **[frog]**, **[duck]** and their actions; **[two]** and **[four]**.
- Things in the Classroom (grade 2 term 1): the ten colours (red, blue, yellow, green, black, white, orange, pink, purple, brown); **[yes]**, **[no]**; asking and answering simple questions in a pair game.
- Children who missed earlier units can still take part; every word has a card or an action.

Lessons

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

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

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

Materials

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

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

⚠ Safety and access

Safety

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

Privacy

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

Taking part

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

Seeing, hearing and colour

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

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

Assessment

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

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

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

Sources

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

facial expressions, and visuals", text type "using practiced or memorized words and phrases" (outcomes 2 to 5).
    - Interpersonal, Novice Mid (PDF page 19): "I can request and provide information by asking and answering simple questions" (the pair riddle game in lesson 5, a stretch for some children).
    - Presentational writing, Novice Low (PDF page 23): "I can label familiar people, places, and objects in pictures and posters." (the class animal poster in lesson 5, where children stick ready-written word labels on the picture).
- Wikipedia, "Information gap task": https://en.wikipedia.org/wiki/Information_gap_task (read 9 November 2026). Learners are missing information and must communicate to fill the gap. The pair riddle game in lesson 5 is an information gap: only the child making the riddle knows the animal.
- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . As in earlier units: commands answered with actions, listening before speaking, low stress (lessons 1 and 2).

Known gaps and cautions

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

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

Lesson 1: Six new animals

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

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

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

✎ Main activity: six new animals (12 min)

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

Answers: left; right; left; right.

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes

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

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

Lesson 2: Where does it live?

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: four places (7 min)

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

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

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

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes

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

Lesson 3: A big brown bear

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

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

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

✎ Main activity: which bear? (12 min)

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

- Nothing to note beyond the usual classroom rules.

Teacher notes

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

Lesson 4: It has wings

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

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

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

✎ Main activity: sort and solve (12 min)

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

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

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

Answers: cat; frog; cow.

Vocabulary

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

Differentiation

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

⚠ Safety

- Nothing to note beyond the usual classroom rules.

Teacher notes

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

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

Lesson 5: Little Hill animal riddles

Unit overview - Previous: Lesson 4: It has wings

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

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

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: our animal poster (5 min)

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

✎ Main activity: the riddle game (14 min)

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

Answers: dog; sheep; duck.

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

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes

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

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

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

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

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

Which language?

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

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

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

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

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

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

The story: "Where is the red crayon?"

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

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

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

Big idea

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

Outcomes

By the end of the unit, most children can:

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

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

Prior knowledge

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

Lessons

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

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

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

Materials

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

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

⚠ Safety and access

Safety

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

Privacy

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

Taking part

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

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

Seeing, hearing and colour

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

Assessment

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

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

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

Sources

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

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

Known gaps and cautions

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

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

Lesson 1: In, on, under

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: three place words (7 min)

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

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

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

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

Answers: in; under; on.

Vocabulary

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

Differentiation

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

⚠ Safety

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

- Pencils go back in the tray after each command.

Teacher notes and misconceptions

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

Lesson 2: Where is the crayon?

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

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

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

✎ Main activity: the hiding game (12 min)

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

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

Teacher notes and misconceptions

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

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

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: our four friends (7 min)

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

✎ Main activity: the story (12 min)

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes and misconceptions

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

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

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: the blank room (7 min)

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

3. Children clear their sheets.

✎ Main activity: the pair game (12 min)

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Vocabulary

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

Differentiation

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

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

⚠ Safety

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

Teacher notes and misconceptions

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

Lesson 5: Our short scene

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

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

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

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: roles and props (7 min)

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

✎ Main activity: our short scene (12 min)

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

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

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

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes and misconceptions

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