Second language, grade 3

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

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

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

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

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

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

Which language?

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

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

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

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

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

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

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

The prices at Hen's stall

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

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

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

The story: "Bear at the Market"

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

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

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

Big idea

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

Outcomes

By the end of the unit, most children can:

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

Prior knowledge

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

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

Lessons

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

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

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

Materials

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

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

⚠ Safety and access

Safety

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

Privacy and money

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

Taking part

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

Seeing, hearing and colour

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

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

Assessment

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

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

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

Sources

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

    - Interpersonal, Novice Low (PDF page 19): "I can provide information by answering a few simple questions"; example "I can respond to a basic math question using numbers." (outcomes 3 and 4).
    - Presentational, Novice Low (PDF page 23): function "I can name", context "very familiar people, places, and objects with the help of gestures, facial expressions, or visuals"; example "I can say numbers from 1-10." (food words in lesson 1; the numbers in this unit go beyond this example).
    - Interpretive, fictional texts, Novice Low (PDF page 14): "I can identify memorized or familiar words in short, straightforward fictional texts and media that are supported by gestures, facial expressions, or visuals" (the story in lesson 4).
- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . As in earlier units: commands answered with actions, listening before speaking, low stress (lessons 1 and 2).
- Wikipedia, "Information gap task": https://en.wikipedia.org/wiki/Information_gap_task (read 9 November 2026). Learners are missing information and must communicate to fill the gap. The pair game in lesson 5 is an information gap: each partner knows only half the prices.

Known gaps and cautions

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

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

Lesson 1: Food at the market

Unit overview - Next: Lesson 2: Eleven to twenty

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: the old words (7 min)

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

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

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes and misconceptions

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

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

Lesson 2: Eleven to twenty

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: one to ten (7 min)

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

✎ Main activity: eleven to twenty (12 min)

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

- Nothing special; cards only.

Teacher notes and misconceptions

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

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

Lesson 3: Tens and prices

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

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

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

✎ Main activity: tens and prices (12 min)

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

- Paper coins only; no real or toy money.

Teacher notes and misconceptions

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

Lesson 4: Bear at the Market

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

Warm-up: the story (7 min)

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

✎ Main activity: the pretend shop (12 min)

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

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

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

Vocabulary

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

Differentiation

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

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

⚠ Safety

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

Teacher notes and misconceptions

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

Lesson 5: Our price list (pair game)

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

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

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

Materials

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

Steps

✎ Opening (3 min)

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

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

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

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

✎ Main activity: the pair game (12 min)

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

One-to-one check (over the week)

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes and misconceptions

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

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

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

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

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

Which language?

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

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

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

Weather actions. Use the grade 1 actions for the six review words: sunny = arms make a big circle above the head; rainy = fingers wiggle downwards; cloudy = arms make a puffy shape; windy = sway like a tree; hot = fan your face; cold = hug yourself and shiver. New actions (the author's choice; keep them the same every time):

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

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

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

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

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

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

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

The Little Hill picture calendar

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

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

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

The four Little Hill season pictures

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

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

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

Big idea

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

Outcomes

By the end of the unit, most children can:

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

Prior knowledge

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

Lessons

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

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

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

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

Materials

Whole class unless noted.

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

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

⚠ Safety and access

Safety

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

Privacy and feelings

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

Taking part

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

Seeing, hearing and colour

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

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

Assessment

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

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

Doing it in their own way (pointing, signs, actions, the child's usual access) counts as **yes**. "Not yet" is normal for some children; the games can be played again any time. Asking about a month in the lesson 4 game (part of outcome 4) is **not** recorded: notice it, but do not score it.

Sources

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

memorized or familiar words and phrases"; spoken, viewed, or signed example "I can recognize some weather expressions in a forecast." (lessons 1 and 4; outcome 4).
    - Same page, Novice High, written example: "I can understand some facts about the weather especially when weather symbols are used." (the weather symbols on the lesson 4 sheets; a stretch).
    - Interpretive, observed conversations and discussions, Novice Mid (PDF page 17), spoken, viewed, or signed example: "I can recognize some common expressions when people are discussing the weather." (outcome 1).
    - Interpersonal, Novice Low (PDF page 19): "I can provide information by answering a few simple questions" (outcomes 2 to 4).
    - Presentational, Novice Low (PDF page 23): function "I can name", context "very familiar people, places, and objects with the help of gestures, facial expressions, or visuals"; speaking or signing example "I can say the date and the day of the week." (the months and the daily greeting line from lesson 3; this unit does not teach dates); writing example "I can label familiar people, places, and objects in pictures and posters." (placing "I see" cards on pictures).
    - Same page, Novice Mid: function "I can share information", context "on both very familiar and everyday topics", text type "using a mix of practiced or memorized words, phrases, and simple sentences"; example "I can present simple information about my town or city." (outcome 5, describing a picture of Little Hill; Little Hill is a made-up town, not the child's own).
- Wikipedia, "Season": https://en.wikipedia.org/wiki/Season (read 12 November 2026). The Northern and Southern Hemispheres always have opposite seasons; temperate regions generally recognise four seasons, and many tropical regions have two, a rainy (wet) season and a dry season; the definition of seasons is also cultural. This is the reason for the season warning above.
- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . As in earlier units: commands answered with actions, listening before speaking, low stress (lessons 1 to 3).
- Wikipedia, "Information gap task": https://en.wikipedia.org/wiki/Information_gap_task (read 9 November 2026). Learners are missing information and must communicate to fill the gap. The pair game in lesson 4 is an information gap: each partner knows only half of the Little Hill picture calendar.

Known gaps and cautions

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

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

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

Lesson 1: Eleven kinds of weather

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

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

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

✎ Main activity (12 min)

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes and misconceptions

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

Lesson 2: Four seasons in Little Hill

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

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

Length: about 30 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

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

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

✎ Main activity (12 min)

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

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (5 min)

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

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

Answers: the autumn picture (falling leaves, fog); the spring picture (rain, flowers); summer (wipe your forehead); no (cross): there are no flowers in the winter picture; **[I see snow]**.

Vocabulary

New: **[winter]**, **[spring]**, **[summer]**, **[autumn]**, **[What season is it?]**, **[This is ___]**, **[I see ___]**, **[tree]**, **[flowers]**, **[leaves]**, **[snow]**, **[sun]**, **[clouds]**. Review: the weather words, **[It is ___]**, **[What is the weather like?]**, **[yes]**, **[no]**.

Differentiation

- **Support:** the child uses two pictures only (winter and summer) at first, then adds the other two.

- **Stretch:** the child says two sentences about a picture, for example **[It is summer. I see the sun.]**
- **Blind or low-vision children:** use the tactile season set: the felt snowflake for winter, the felt flower for spring, the felt sun for summer and the felt leaf for autumn. The child holds up the item instead of the picture, and the tactile weather cards in "Which season?". In "I see", the partner names what is in each picture.

⚠ Safety

- Pairs keep their cards on the desk; nobody needs to walk around in this lesson.

Teacher notes and misconceptions

- **[snowy]** is the weather and **[snow]** is the thing on the ground. If a child says **[I see snowy]**, say **[I see snow]** with them; do not correct sharply.
- Children who know a different climate may say "but where I lived, it rains in summer". Agree: "Yes, in some places it does. In Little Hill, the summer picture is sunny."
- The season actions are the author's choice. If an action means something unkind where you live, choose another and use it every time.
- Keep the Little Hill picture calendar (lesson 4) hidden: these four pictures show one kind of weather per season, but the calendar shows a different picture for each month.

Lesson 3: Twelve months

Unit overview - Previous: Lesson 2: Four seasons in Little Hill - Next: Lesson 4: The Little Hill calendar (pair game)

Goal: Children learn the months chant, put the twelve month cards in order, see which months make each Little Hill season, and answer **[What month is it?]** about the real month.

Length: about 30 minutes.

Materials

- The word card.
- The twelve large month cards (month name and number 1 to 12).
- A string or long strip of card on the wall, and pegs, clips or reusable sticky putty to fix the month cards to it.
- The four large Little Hill season pictures.
- Small month cards per pair (all twelve).
- Four small season pictures per pair.
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile month cards and the tactile season set.

Steps

✎ Opening (3 min)

Greeting chant. Point to each large season picture and ask **[What season is it?]**; children answer with the season action or the word.

Warm-up: the months chant (7 min)

1. In the school language: "A year has twelve months. Every month has a name and a number."
2. Say the twelve months slowly, holding up each large card so the number shows, with one clap on each month: **[January]** (clap), **[February]** (clap) ... **[December]** (clap). Children clap along.
3. Say it again; children join in with any months they can. Then a third time, a little faster. The chant has no tune; a steady clap is enough. A teacher who wants a tune should use one they have made up, not a copyrighted song.

✎ Main activity (12 min)

1. **The month line (5 min).** Give the twelve large month cards to twelve children (or keep them, and let children point). Say the chant slowly. When a child's month is said, they bring the card to the string and fix it in the next place (the teacher helps), or hand it to the teacher from their seat. When all twelve are up, the class says the chant once more, reading along the line.

2. **Which comes next? (4 min).** Pairs lay out their small month cards in order, 1 to 12. Say a month, for example **[March]**; pairs point to it. Then, in the school language: "Point to the month that comes next." Say it together (**[April]**). Do this five or six times. Finish with **[December]**: what comes next? (**[January]**: the year starts again.)
3. **Seasons on the line (3 min).** Put the large season pictures under the month line: spring under March, April and May; summer under June, July and August; autumn under September, October and November; winter under January and February, and point to December at the other end: "In Little Hill, December is winter too." Say each group: **[March, April, May: spring]**, and so on. Pairs put their small season pictures under the right months on their desks.

Then add a new line to the greeting chant, from today: point to the real month on the line and ask **[What month is it?]**; answer together **[It is ___]**.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why is winter at both ends of our line?" (Because the year goes round: after December comes January again, so winter runs across the end of one year and the start of the next.)
- "How do the numbers on the cards help?" (They show the order: January is 1 and December is 12.)
- "In Little Hill, is July in summer or in winter?" (Summer. In some places on the other side of the world, July is in winter.)

✓ Closing check (with answers) (5 min)

Pairs keep their small month cards in order; every child also has a tick and a cross card.

1. Say **[July]**; pairs point to it.
2. Say **[October]**; pairs point to it.
3. Point to April on the month line and ask **[Is it May?]**
4. Point to January on the month line and ask **[What season is it?]**

Answers: the July card (7); the October card (10); no (cross), it is April; winter (the snowball action, or the word).

Vocabulary

New: **[January]** to **[December]**, **[What month is it?]**. Review: **[winter]**, **[spring]**, **[summer]**, **[autumn]**, **[What season is it?]**, **[It is ___]**, numbers one to twelve, **[yes]**, **[no]**.

Differentiation

- **Support:** the child uses the numbers to find months ("March is 3") and joins in the chant by clapping only; that is fine.
- **Stretch:** the child says the chant alone, quietly, to a partner, or starts the chant from any month (for example from **[June]**) and goes round to the same month again.

- **Blind or low-vision children:** use the tactile month cards (raised numerals or braille numbers); the child lays them in a row along the desk edge. A partner says each month name as the child touches it. In "Seasons on the line", the child puts the tactile season items next to the right months.

⚠ Safety

- Children walk, not run, to the month line, one at a time. Anyone can take part from their seat by handing the card to the teacher.
- Fix cards with pegs, clips or putty, not pins.

Teacher notes and misconceptions

- **Never** ask children which month their birthday is in, or about holidays or festivals in a month. Keep the months about Little Hill and the school calendar on the wall.
- Twelve new words is a lot. In the check, children only need to **find** a month that is said, and they may use the chant or the numbers to do it.
- Which months make each season depends on where you live (see the season warning in the unit overview). These are Little Hill's seasons. If your own seasons are different, you can say so: "Here, it is different."
- Keep the Little Hill picture calendar hidden: there are no weather pictures on the month cards, and there should not be any on the month line.

Lesson 4: The Little Hill calendar (pair game)

Unit overview - Previous: Lesson 3: Twelve months - Next: Lesson 5: Guess my picture

Goal: Children ask and answer **[What is the weather like in ___?]** in an information-gap pair game, each partner holding half of the Little Hill picture calendar.

Length: about 30 minutes.

Materials

- The word card.
- The month line from lesson 3, still on the wall (month cards only, no weather pictures).
- **Calendar sheets per pair:** both sheets list the twelve months (number and name) down the side, each with a box. At the top of both sheets is a **weather key**: the eleven weather pictures in a row, drawn like the weather cards.
  - **Sheet A:** six boxes filled with the weather picture: January snowy, March windy, May warm, July hot, September cool, November cloudy. February, April, June, August, October and December have an empty box.
  - **Sheet B:** the other six boxes filled: February cold, April rainy, June sunny, August stormy, October foggy, December snowy. January, March, May, July, September and November have an empty box.
- A folder or book per pair to stand up as a screen.
- A pencil per child.
- Small weather cards per pair (all eleven), to place on a box instead of drawing.
- The large Little Hill picture calendar, kept hidden until the closing check.
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile weather cards, tactile month cards and large-print copies of the sheets (see Differentiation).

Steps

✎ Opening (3 min)

Greeting chant, with **[What month is it?] [It is ___]** at the month line. Say **[stormy]**, **[warm]** and **[foggy]**; children do the actions.

Warm-up: half a calendar each (7 min)

1. In the school language: "Little Hill has a picture calendar. Every month has a weather picture. Each of you has half of the calendar. To fill the empty boxes, you ask your partner."
2. Show a sheet A: point to the filled boxes, the empty boxes and the weather key at the top. "You can draw the weather from the key, or put a small weather card on the box."
3. **Model it (3 min).** With a volunteer who has sheet B behind a screen, the teacher (with sheet A) points to February and asks **[What is the weather like in February?]** The volunteer answers **[In February it is cold]**, or just **[cold]**, or does the cold action, or holds

up the small cold card. The teacher draws the cold thermometer in February's box. Say: "Everyone will still ask about February in the game."

✎ Main activity: the pair game (12 min)

1. **Ask and fill (8 min).** Partners sit with a screen between them. Child A asks about each month with an empty box on sheet A, in order: February, April, June, August, October, December. Child B answers from sheet B, and A draws the weather (or places the small weather card). Then they swap: B asks about January, March, May, July, September and November, and A answers. Asking can be the whole question, just the month name with the "looking out" gesture, or pointing to the month on the month line with the gesture. Answers can be words, the action or the small card.
2. **Compare (2 min).** Partners take the screen away and put their sheets side by side. Every month should now have the same weather on both sheets. Fix any that are different by asking again.
3. **Seasons (2 min).** Pairs point to June, July and August on their sheet (summer in Little Hill) and say or show the three weather words together: **[sunny, hot, stormy]**. Then do the same for winter (December, January, February: **[snowy, snowy, cold]**).

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why did you need to ask your partner?" (Because only your partner's sheet showed those months.)
- "Which months have a snowy picture?" (January and December.)
- "Is it really hot every day in July in Little Hill?" (No. It is one picture on a calendar. Real weather changes from day to day.)

✓ Closing check (with answers) (5 min)

Show the large Little Hill picture calendar. Children answer with the action, a small weather card, a tick or cross, or words:

1. **[What is the weather like in April?]**
2. **[What is the weather like in August?]**
3. Point to September: **[Is it cold?]**
4. **[What is the weather like in May?]**

Answers: rainy; stormy; no (cross), it is cool; warm.

Vocabulary

New: **[What is the weather like in ___?]**, **[In ___ it is ___]**. Review: the eleven weather words, the twelve months, **[yes]**, **[no]**.

Differentiation

- **Support:** the child fills only two or three empty boxes, choosing small weather cards instead of drawing; the partner may point to the picture on their own sheet after saying it.
- **Stretch:** the child asks every question in full and answers with the whole sentence **[In ___ it is ___]**; or the pair makes up a picture calendar for a second made-up town (for example Snowy Peak) and plays again.
- **Blind or low-vision children:** the partner says each answer, and the child places the matching tactile weather card next to that month's tactile month card in a row on the desk, instead of drawing. Low-vision children use large-print sheets.

⚠ Safety

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

Teacher notes and misconceptions

- This is an information gap: each partner really needs the other's half. Do not let children look over the screen, and keep the large picture calendar hidden until the closing check.
- Drawing the weather is not the language skill being practised. A rough drawing, the small weather card or a tick next to the right picture in the key all count.
- Some children answer with the season instead of the weather (**[summer]** for June). Accept it as a good try, and ask again: **[What is the weather like?]**
- The calendar pictures are made up by the author, like the rest of Little Hill, and are not a real place's weather.

Lesson 5: Guess my picture

Unit overview - Previous: Lesson 4: The Little Hill calendar (pair game)

Goal: Children describe a Little Hill season picture in up to three short pieces (the season, the weather, one thing they see), guess a partner's picture from a description, and the teacher starts the one-to-one check.

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

Materials

- The word card.
- The month line from lesson 3, still on the wall (for the greeting).
- The four large Little Hill season pictures.
- **Four small season pictures per child** (two sets per pair: one for the describer, one for the guesser).
- Six small "I see" cards per pair: tree, flowers, leaves, snow, sun, clouds.
- A folder or book per pair to stand up as a screen.
- Tick and cross cards (one of each per child).
- **Check things** (see the Assessment section of the unit overview): eight small weather cards (snowy, foggy, stormy, cool, sunny, rainy, windy, warm), the four small season pictures, six small month cards (January, March, May, July, October, December), the large Little Hill picture calendar, the six small "I see" cards, and the record sheet (class list with five columns).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: the tactile season set (two per pair) and tactile weather cards.

Steps

✎ Opening (3 min)

Greeting chant, with **[What month is it?] [It is ___]** at the month line. Point to two large season pictures and ask **[What season is it?]**; children answer with the action or the word.

Warm-up: the teacher describes (7 min)

1. In the school language: "I will tell you about one picture, but I won't point. Hold up the picture you think it is."
2. Without looking at or pointing to the large pictures, say: **[This is Little Hill. It is autumn. It is foggy. I see leaves.]** Children hold up their small autumn picture. Then point to the large autumn picture to check.
3. Do the other three pictures in a mixed order, using the model descriptions in the unit overview.
4. **Harder:** leave out the season. Say **[It is rainy. I see flowers.]** (spring), then **[I see the sun.]** (summer).

✎ Main activity: guess my picture (12 min)

1. **Model it (2 min).** With a volunteer, the teacher stands a screen up and secretly chooses one small picture (summer). The teacher describes it: **[It is summer. It is sunny. I see the sun.]** The volunteer holds up their own summer picture. The teacher shows the hidden picture: it matches.
2. **Pairs play (8 min).** Partners sit with a screen between them, each with their own four small season pictures; the describer also has the six "I see" cards. The describer secretly chooses a picture and tells about it in up to three pieces: the season, the weather, and one thing they see. Any way counts: words, signs, the season and weather actions, or holding up an "I see" card. The guesser holds up their matching picture; then the describer shows the hidden one. Swap roles after each picture.
3. **Share (2 min).** Children who want to may describe one large picture to the class, in words or actions. Nobody has to.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Which piece helped you guess fastest?" (Usually the season, or a thing only one picture has, like snow or the sun.)
- "Why is **[I see a tree]** not enough on its own?" (The tree is in all four pictures.)

✓ Closing check (with answers) (5 min)

Children answer by holding up a small season picture, a tick or cross, an action or words:

1. Say **[It is sunny. I see flowers.]** Which picture?
2. Say **[I see snow.]** Which picture?
3. Say **[It is rainy.]** Which picture?
4. Point to the large autumn picture and ask **[Is it summer?]**.

Answers: summer (spring has flowers too, but it is rainy, not sunny); winter; spring; no (cross), it is autumn.

One-to-one check (over the week)

While the class plays "guess my picture" or the lesson 4 calendar game again, do the five-part check in the unit overview with each child (about 3 minutes each). Use the summer picture for part 5.

Vocabulary

Review: **[This is ___]**, **[I see ___]**, **[It is ___]**, the season words, the weather words, the "I see" words, **[What season is it?]**, **[What is the weather like?]**, **[yes]**, **[no]**. For the check: **[Tell me about the picture]**, **[What do you see?]** (said by the teacher; children only need to understand them).

Differentiation

- **Support:** the describer gives one piece only (the season action, or one "I see" card); the guesser chooses from two pictures, not four.
- **Stretch:** the describer gives four sentences, starting with **[This is Little Hill]**, or describes a picture without saying the season.
- **Blind or low-vision children:** use the tactile season sets (one each). The partner describes; the blind child holds up the matching tactile item. When the blind child describes, they choose a tactile item secretly and describe it in words, signs or actions.

⚠ Safety

- Pairs keep their cards on the desk; nobody needs to walk around in this lesson.

Teacher notes and misconceptions

- Describing one picture in three short pieces is all this unit asks (see Known gaps in the unit overview). A child who says only **[summer]** and holds up the sun card has described the picture in their own way.
- Some children will say true things that are not in the model descriptions (**[It is hot]** for summer, **[I see clouds]** for spring). Accept them; they are right.
- **[Tell me about the picture]** and **[What do you see?]** are new in the check but are said only by the teacher, with pointing to your eye and the picture. If a child does not understand them, ask the three short questions from the check instead, or use the school language: the check is about describing, not about these questions.

Grade 3 Second Language: Finding the Way (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 13 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check it against your school's rules before use. All places and routes in this unit belong to the made-up town of Little Hill. Children are never asked about their own homes, their way to school, where they go after school or any real route they take.
>
> Text-checked by four other agents (Gemini 3.5 Flash, Gemini 3.8 Flash, Gemini 4 Argon and Gemini 4 Carbon); see Known gaps.

Back to the grade 3 year plan - Term 3. Builds on grade 3 terms 1 and 2: The Market and Weather and Seasons, grade 2: A Short Scene, and the grade 3 society unit Maps, routes, and places.

In grade 2 children asked **[Where is the ___?]** and answered **[It is in / on / under the ___]**; in grade 3 they played information-gap pair games behind a screen. This unit adds four direction words (**[left]**, **[right]**, **[straight on]**, **[stop]**), the instructions **[Turn left]**, **[Turn right]** and **[Go straight on]**, nine place names with their signs, two new position words (**[next to]** and **[opposite]**), and the polite question **[Excuse me, where is the ___?]**. At the end, children move a token along a route on a map of Little Hill when they hear the directions, and some give a short route to a partner.

Which language?

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

English meaning	Your language	Gesture or picture to go with it
left, right		hold up the hand on that side (the hand with the wristband sticker is the left hand)
straight on		both hands flat, pointing forwards, move ahead together
stop		one hand up, palm out
Turn left / Turn right		the arm on that side sweeps round to the side
Go straight on		as straight on, a little longer
on the left / on the right		pat the side of the desk on that side
bakery, post office, library, market, café, toy shop, park, pond, bridge		the nine place cards and their sign symbols (below)
next to		two fists side by side, touching
opposite		two flat hands facing each other, a gap between them
Where is the ___? / It is next to ___ / It is opposite ___		open hands and a questioning face; then the next to or opposite gesture

English meaning	Your language	Gesture or picture to go with it
Excuse me / Thank you		a small raised hand; a nod and a smile
Stop at the ___		the stop hand, then point to the place
What is on the left / on the right? / What is opposite?		a questioning face, then pat the desk on that side, or the opposite gesture
Is this the ___? / Is the ___ next to / opposite the ___? / Is the ___ on the left?		a questioning face; answers with yes or no (tick or cross card)
(review from grade 2) Where is the ___? / It is in / on / under the ___		as in grade 2
(review) one to twenty, yes, no, please		as in earlier units

The gestures are the author's choice; keep them the same every time.

Left and right warning: left and right depend on which way you are facing. When the teacher faces the class and holds up the left hand, the children see it on **their** right. In this unit the teacher **turns round** (back to the class, looking the same way as the children) to show **[left]** and **[right]**, or shows them on the token. On the map, left and right are always the token's left and right, and the token's arrow shows which way it faces. Many children (and adults) mix up left and right; that is normal, and it is why there is a wristband sticker.

Grammar warning: languages give directions in different ways. Some use a separate word for "turn", some use one word for "turn left"; some say "straight ahead", "go forward" or "always straight". **[next to]** and **[opposite]** may change the noun after them (for example a different case or a small word before it): say **[It is next to the market]** the way a fluent speaker would. Children only need to **understand** the phrases and **show** their answers; saying them is invited, never required.

Directions warning: not every language or community gives directions with left and right. Some use compass directions (north, south, east, west) or the land (uphill, downhill, towards the river) even for small distances, and many people give directions by landmarks ("past the bakery"). Little Hill uses left and right because the year plan asks for them. If your language usually does it differently, teach the usual way as an extra, but keep the Little Hill routes the same.

Sign language warning: if the language is a sign language, directions and places are shown **in the space** in front of the signer, and the signer's left is the watcher's right. That is the language, and it is fine. In the checks, ask the child to move the token or point to the map instead, so the sign itself does not give the answer away.

The Little Hill map

All five lessons, the pair game and the one-to-one check use the same **map of Little Hill**. It is a made-up town, drawn from above, with north at the top. Made up by the author; free to change, but change it everywhere.

- **Bridge Road** runs up the middle of the map, from the **START star** at the bottom to the **bridge** over the river at the top.
- **Main Street** runs across the middle. Where it meets Bridge Road is **the crossroads**.
- Every place is a box with its **name** and its **sign** (a simple picture) on it. There are nine places:

Place	Where it is on the map	Sign
bakery	lower Bridge Road, left side (west)	a loaf of bread
post office	lower Bridge Road, right side (east), **opposite** the bakery	an envelope
library	Main Street, left of the crossroads, top side (north), with grass between it and the crossroads	an open book
market	Main Street, at the left end (west), top side, **next to** the library	a basket of apples
café (Remy's café)	Main Street, right of the crossroads, top side (north)	a cup
toy shop	Main Street, right of the crossroads, bottom side (south), **opposite** the café	a ball
park	Main Street, at the right end (east), top side, **next to** the café	a tree
pond	upper Bridge Road, left side (west), at the top	a duck
bridge	the top end of Bridge Road, over the river, **next to** the pond	an arch

Everything else on the map is grass, so these are the only "next to" and "opposite" pairs:

- **opposite:** bakery and post office; café and toy shop.
- **next to:** library and market; café and park; pond and bridge.

The bottom side of Main Street to the left of the crossroads, the space next to the toy shop, and the right side of upper Bridge Road are grass. **Draw the grass gaps clearly**, so that, for example, the library is not "next to" the crossroads or the pond.

Routes. The token is a card arrow. It always starts on the START star, **facing up the map** (north). Routes use only these instructions:

- **[Go straight on]**: move the token up Bridge Road to the crossroads; at the crossroads, **[Go straight on]** moves it up to the bridge.
- **[Turn left]** / **[Turn right]** at the crossroads: turn the token to face along Main Street that way, then move it along.
- **[Stop at the ___]**: stop the token beside that place, even partway along a road.

Route (from START, facing up)	Where the token ends	What is on the left and right on the way
Go straight on. Stop at the bakery.	beside the bakery	bakery on the left, post office on the right
Go straight on. Turn left. Stop at the library.	beside the library	library on the right (north side, when facing left/west)
Go straight on. Turn left. Stop at the market.	at the market (end of Main Street)	library on the right on the way
Go straight on. Turn right. Stop at the café.	beside the café	café on the left, toy shop on the right
Go straight on. Turn right. Stop at the park.	at the park (end of Main Street)	café on the left and toy shop on the right on the way
Go straight on. Go straight on. Stop at the pond.	beside the pond	pond on the left
Go straight on. Go straight on. Stop at the bridge.	at the bridge	pond on the left on the way

Note for the teacher: after **[Turn left]**, the token faces left (west), so the top side of Main Street is on **its right**. After **[Turn right]**, the top side is on its left. Children do not need to explain this; it is why the token has an arrow.

Keep the full map away from the children until lesson 3. In lesson 2 they meet the places on cards; in lesson 4 each partner has only half of the labels.

Big idea

We can **find our way** in a new language: understand left, right and straight on, know places by their names and signs, say where a place is (**next to** or **opposite** another one), ask **[Where is the ___?]**, and follow a short route on a map.

Outcomes

By the end of the unit, most children can:

1. Show **[left]**, **[right]**, **[straight on]** and **[stop]** when they are said, with the gesture, an arrow card or the token.
2. Point to the right place card or sign when one of the nine place names is said.
3. Show which place is **[next to]** or **[opposite]** another on the Little Hill map, and answer **[Where is the ___?]** by pointing to the map or saying **[It is next to / opposite ___]**.
4. In the pair game, ask where a place is (the whole question, or the place card with the question gesture) and place it on their map from the answer.
5. Move the token along a two- or three-step route on the map when they hear it (for example **[Go straight on. Turn right. Stop at the café.]**).

Prior knowledge

- A Short Scene (grade 2): **[Where is the ___?]** and **[It is in / on / under the ___]**.
- The Market and Weather and Seasons (grade 3 terms 1 and 2): information-gap pair games with a screen; Little Hill as a made-up town.
- Grade 3 society, Maps, routes, and places: reading a simple map from above. It helps, but it is **not** needed here.
- Children who missed earlier units can still take part; every word has a card, a sign or a gesture.

Lessons

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

Lesson	Title	Time	Core idea
1	Left, right, straight on	30 min	The four direction words and three instructions, with gestures, arrow cards and a token on a crossroads card
2	Places and signs	30 min	The nine place names and their signs; **[Where is the ___?]** with signs around the room
3	Next to and opposite	30 min	**[next to]** and **[opposite]** on the Little Hill map; building the map from spoken clues
4	Excuse me, where is the café? (pair game)	30 min	An information-gap pair game: each partner's map has only some of the places labelled

Lesson	Title	Time	Core idea
5	Follow my directions	30 min	Moving the token along spoken routes, giving a route to a partner, and the one-to-one check

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

Materials

Whole class unless noted.

- The filled-in word card (above), kept where the teacher can see it.
- **Wristband stickers:** one small sticker per child, worn on the back of the **left** hand, or a loose paper wristband (never tight) for children who prefer not to wear a sticker. Latex-free.
- **Four large arrow cards:** an arrow pointing left, an arrow pointing right, an arrow pointing up (straight on) and a hand (stop). Each card has a clear shape, not colour alone.
- **Small arrow cards per child:** the same four, small enough to hold up (lessons 1 and 5).
- **Crossroads cards per pair** (lesson 1): a card with a plus-shaped road drawn on it (one road up and down, one across) and a star at the bottom, no places.
- **Tokens:** one per pair (lessons 1, 3 and 5) and one for the check: a small card arrow (for example a triangle of thick card), with a clear point and a dot at the back, about 3 cm long.
- **Nine large place cards:** each with the place name written in the language and its sign (see the map table). Big enough to see from the back of the room.
- **Nine small place cards per pair** (lessons 2, 3 and 4): the same name and sign, sized to fit a box on the pair map.
- **The large Little Hill map** (above): a poster with all nine places labelled. Kept hidden until lesson 3.
- **Blank pair maps** (lesson 3, one per pair): the Little Hill map with the roads, the START star, the river and the nine boxes drawn, but the boxes empty.
- **Pair-game sheets per pair** (lesson 4): sheet A, sheet B and their answer strips (see lesson 4), a folder or book to stand up as a screen, and a pencil per child.
- **Pair maps with all nine places labelled** (lesson 5, one per pair): small copies of the large map.
- **Route strips** (lesson 5): strips of card with picture steps (up arrow, left arrow, right arrow, hand, then a place sign), as listed in lesson 5.
- **Tick and cross cards:** one of each per child, as in earlier units.
- **Check things** (lesson 5): one token, one crossroads card, six small place cards (bakery, post office, library, café, park, bridge), a pair map with all nine places labelled, and the record sheet (class list with five columns).
- Paper and pencils for children who want to draw or write (every lesson).
- A lap tray for a child in a wheelchair, if needed (every lesson).
- Ear defenders and a quiet spot, as in every unit.
- Optional, for blind or low-vision children: **tactile arrow cards** (raised arrows and a raised hand outline), a **tactile token** (a card triangle with a raised ridge down the middle and a felt dot at the back), a **tactile crossroads card** (roads made of glued string, a raised star at the bottom), **tactile place cards** (the sign as a raised shape or a small object glued on: a pasta "loaf" shape for the bakery, a folded paper envelope, a mini card book, a dried-bean apple pile in a paper basket, a felt cup, a small bead ball, a felt tree, a felt duck, a card arch), **tactile route strips** (lesson 5: the same steps as raised arrows and a raised hand, with the tactile sign glued at the end), and a **tactile Little Hill map** with string

roads, a raised star, a raised wavy river line and box outlines in raised lines, the boxes big enough for a tactile place card. Large-print copies of all sheets and strips.
- Optional: a fluent speaker's recording of the word card and the routes.

⚠ Safety and access

Safety

- Every movement in this unit can be done seated. If children stand to turn left and right, they turn on the spot beside their chair, with space around them; nobody walks around the room with eyes closed or follows directions blindfolded.
- In lesson 2 the large place cards are fixed to the walls at a height every child can see and reach from a chair, away from doors and heaters; children point from their seats or walk, not run, to a card.
- Tokens, small cards and the tactile items are not put in mouths; use pasta and beans only where no child is likely to eat them, and check for allergies first. Pencils are used at desks and collected at the end.

Privacy and feelings

- **Never ask** children where they live, how they come to school, where they go after school, which shops their family uses, or to draw or describe any real route. All places and routes are in Little Hill.
- If a child volunteers a real route or address, thank them, and move gently back to Little Hill. Do not write it down or repeat it.
- Some children find left and right hard for a long time, and some have dyspraxia or other differences that make it harder. Never laugh at a wrong turn; the wristband sticker and the token are there to help, not to mark anyone out.

Taking part

- **Speaking is optional.** Pointing, gestures, holding up arrow cards, moving the token and placing cards all count. Never make a child speak or move alone in front of others.
- **Movement:** every gesture has a seated, hands-only version. Turning on the spot is never required.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.
- **Noise:** quiet spot and ear defenders allowed; in whole-class games children answer with cards or gestures, not shouting.

Seeing, hearing and colour

- **Colour vision:** arrow cards, signs and the map use shapes and words, never colour alone. Roads, grass and the river differ by pattern (grass hatched, the river with wavy lines). If a child mixes up only colours, do not record it as a language gap.
- **Blind children:** use the tactile arrow cards, tactile token, tactile crossroads card, tactile place cards and the tactile map. Before each activity, guide the child's hand once along the roads from the star. Keep check things in fixed places and say where each one is. Moving the tactile token, or pointing to a tactile place card, is a full answer.
- **Low-vision children:** large, high-contrast cards and maps; seat them near the large map, or give them their own large-print copy.

- **Deaf or hard-of-hearing children:** keep your face visible; do the gesture or show the card every time you say the word. When showing left and right with your back turned, glance over your shoulder or hold up the arrow card as well.
- **Wheelchair users:** all activities are on desks or a lap tray; the token and small cards fit on a lap tray. In lesson 1 the "turn" can be shown with the arms or the token.

Assessment

Lesson 5 includes a five-part check, done one-to-one (about 3 minutes each child; spread over the week). Ask everything without gestures and without pointing or looking at the answer. Record each part as **yes**, **with help** or **not yet**:

1. **Direction words:** put the token on the crossroads card at the star, facing up. Say **[left]**, **[right]**, **[straight on]** and **[stop]**, one at a time, in a mixed order; for each, the child shows it by turning or moving the token (for **[stop]**, the token does not move), by holding up the small arrow card, or with the gesture. Yes = four of four.
2. **Places:** lay out the six small place cards (bakery, post office, library, café, park, bridge), shuffled. Say **[library]**, **[café]**, **[post office]** and **[bridge]**; the child points to each. Yes = four of four.
3. **Next to and opposite:** show the pair map with all nine places labelled. Ask **[Where is the post office?]** and **[Where is the market?]**. The child points to the place on the map, or says **[It is opposite the bakery]** / **[It is next to the library]**. Then point to the café and ask **[Is the toy shop next to the café?]** (no; it is opposite). Yes = all three.
4. **Asking:** put the small café card in front of the child. Say, in the school language, "Ask me where this is." The child asks **[Where is the café?]** (or **[Excuse me, where is the café?]**), or shows the café card with the question gesture. Answer, and thank them. Yes = they ask in any of these ways.
5. **Follow a route:** put the token on START on the pair map, facing up. Say **[Go straight on. Turn right. Stop at the park.]**, then, from START again, **[Go straight on. Turn left. Stop at the library.]**. The child moves the token. Small slips in how far the token goes do not matter; the turns and the stopping place do. Yes = both routes.

Doing it in their own way (pointing, signs, gestures, the child's usual access) counts as **yes**. "Not yet" is normal for some children; the games can be played again any time. **Giving** a route to a partner in lesson 5 is a stretch and is **not** recorded: notice it, but do not score it. Mixing up left and right is recorded as it happened, with a note if the child corrected it using the wristband sticker (that counts as **with help**).

Sources

- NCSSFL-ACTFL Can-Do Statements, Novice: https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do-Novice.pdf (read 13 November 2026; the quoted lines and their sublevels were checked against the PDF page layout). These are performance indicators and examples, not a curriculum, and the unit is not a full alignment. Lines used for this unit, quoted exactly:
  - Interpretive, informational texts, Novice Low (PDF page 15): written example "I can identify some locations or stores by their signs." (the place signs, lesson 2; outcome 2); spoken, viewed, or signed example "I can understand simple directions to a familiar place." (lessons 1 and 5; outcomes 1 and 5).

    - Same page, Novice High example: "I can follow directions in a scavenger hunt game." (following a route to find a place, lesson 5; a stretch beyond Novice Low).
    - Interpersonal, Novice Low (PDF page 19): "I can provide information by answering a few simple questions" (answering **[Where is the ___?]**; outcomes 3 and 4).
    - Interpersonal, Novice High (PDF page 21), speaking example: "I can ask for directions when I'm lost." (asking **[Excuse me, where is the ___?]** in the pair game; a stretch, and Little Hill is made up, so nobody is really lost).
    - Presentational, Novice Low (PDF page 23), writing example: "I can write the names of places on a map." (the optional stretch in lesson 3: writing place names on the blank map; most children place cards instead).
    - Same page, Novice Mid example: "I can tell the location of a city relative to another city on a map." (the unit uses places in one town, not cities: **[It is next to / opposite ___]**; outcome 3).
    - Same page, Novice High example: "I can give simple directions to a nearby location." (giving a route to a partner in lesson 5; a stretch, not recorded).
- Wikipedia, "Guugu Yimithirr language": https://en.wikipedia.org/wiki/Guugu_Yimithirr_language (read 13 November 2026). The article says the language "is notable for its use of pure geographic directions (north, south, east, west) rather than egocentric directions (left, right, forward, backward)", adding that such "purity" is disputed. This is the reason for the directions warning above; it is one example, not a survey of languages.
- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . As in earlier units: commands answered with actions, listening before speaking, low stress (lessons 1 and 5).
- Wikipedia, "Information gap task": https://en.wikipedia.org/wiki/Information_gap_task (read 9 November 2026). Learners are missing information and must communicate to fill the gap. The pair game in lesson 4 is an information gap: each partner's map has only some of the places labelled.

Known gaps and cautions

- Four other agents (Gemini 3.5 Flash, Gemini 3.8 Flash, Gemini 4 Argon and Gemini 4 Carbon, all at ce47029) text-checked this unit on 2026-11-13. Three reported no errors; Gemini 4 Carbon reported two items (question phrases missing from the word card; tactile place cards, tactile crossroads card and tick and cross cards missing from lesson 5 Materials), fixed in 83e6bd1, and Gemini 4 Argon and Gemini 4 Carbon re-checked the fix. Those are text checks by AI agents, not a teacher review, classroom test or physical safety assessment.
- **No pronunciation help**, as in earlier units. Use a fluent speaker's recording if needed.
- **Left and right are hard.** Many children are still learning which is which in their first language at this age; the unit gives the wristband sticker and the token's arrow as help, and records "with help" honestly. Outcome 1 is about the words, but a child's own left-right confusion can look like a language gap.
- **The map, the place names, the signs, the gestures and the routes are the author's.** The Can-Do Statements describe what learners can do; they do not list words or places for a grade 3 class. Several of the lines quoted are Novice Mid or Novice High examples, used here as stretches.
- Routes are short (at most one turn) and only on the Little Hill map. Real directions with distances ("the second street"), compass words, "past", "before" and "after" are not taught. Writing directions is not taught.

- The year plan says "asking for and giving directions". In this unit children **ask where** a place is and **answer with next to or opposite**; **giving** a whole route is only a stretch in lesson 5. Asking for directions in the full sense ("How do I get to ___?") is not taught.
- Timings are untested.

The lesson order matters: children learn the direction words with the token (lesson 1) before they need them on the map; they meet the places by their signs (lesson 2) before they place them on the map with **[next to]** and **[opposite]** (lesson 3); they need both for the pair game (lesson 4); and following whole routes comes last (lesson 5).

Lesson 1: Left, right, straight on

Unit overview - Next: Lesson 2: Places and signs

Goal: Children show **[left]**, **[right]**, **[straight on]** and **[stop]** with a gesture, an arrow card or a token, and move a token on a crossroads card when they hear **[Go straight on]**, **[Turn left]**, **[Turn right]** and **[Stop]**.

Length: about 30 minutes.

Materials

- The word card.
- Wristband stickers (one per child, latex-free), and loose paper wristbands for children who prefer not to wear a sticker.
- The four large arrow cards: left, right, up (straight on) and a hand (stop).
- Small arrow cards: one set of four per child.
- Crossroads cards: one per pair, plus the check crossroads card for the teacher.
- Tokens: one per pair, plus the check token for the teacher.
- Paper and pencils for children who want to draw or write.
- A lap tray for a child in a wheelchair, if needed.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile arrow cards, a tactile token and a tactile crossroads card (see the unit Materials); large-print arrow cards.

Steps

✎ Opening (3 min)

Greeting chant. In the school language: "Today we learn to find our way. First, a sticker for your **left** hand." Help each child put a wristband sticker on the back of the left hand, or give a loose paper wristband instead. No child has to wear one; a child who does not want one can keep a small arrow card on the left side of the desk.

Warm-up: show me (7 min)

1. **Turn round (2 min).** Stand with your back to the class, so you face the same way as the children. Hold up your left hand and say **[left]**; children hold up the hand with the sticker. Do the same for **[right]**. Glance over your shoulder each time, so children who lip-read can see your face.
2. **The other two words (2 min).** Still facing the same way as the class, show **[straight on]** (both hands flat, pointing forwards, moving ahead) and **[stop]** (one hand up, palm out). Children copy.
3. **Arrow cards (3 min).** Turn back to face the class. Hold up each large arrow card and say its word; children do the gesture. Then say the words in a mixed order without the cards; children do the gesture. Nobody is "out". Children who like to can stand and turn on the spot beside their chair for **[Turn left]** and **[Turn right]**; everyone else turns with the arm sweep.

✎ Main activity: the token on the crossroads (12 min)

1. **Model it (3 min).** Hold up the check crossroads card flat, facing the class, with the star at the bottom. Put the check token on the star, its point facing up the card. Say: "The token is a little person. Its point shows where it is looking. Left and right are **its** left and right." Say **[Go straight on]** and move the token up to the crossroads. Say **[Turn left]** and turn the token to point along the road to the left. Say **[Go straight on]** and move it along; then **[Stop]**. Do it again with **[Turn right]**.

2. **Pairs (6 min).** Each pair has a crossroads card and a token. One child moves the token; the partner checks with their wristband sticker. Say each sequence slowly, then swap roles after each one:

    - **[Go straight on. Stop.]** (the token stops at the crossroads, still pointing up)
    - **[Go straight on. Turn right. Go straight on. Stop.]** (it ends on the right-hand road, pointing right)
    - **[Go straight on. Turn left. Go straight on. Stop.]** (it ends on the left-hand road, pointing left)
    - **[Go straight on. Go straight on. Stop.]** (it ends at the top of the card, pointing up)

    Walk round. If a token turns the wrong way, point to the wristband sticker and to the token's point; do not say "wrong".

3. **Small arrow cards (3 min).** Children put the token down and hold their four small arrow cards. Say a word; children hold up the matching card. Then invite volunteers to say a word for the class to show. Speaking is invited, never required; a volunteer can hold up a large arrow card instead.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why did I turn round to show left and right?" (Because when I face you, my left hand is on your right side. Turning round, we all face the same way.)
- "At the star, which way does the token point?" (Up the card, towards the crossroads.)
- "After **[Turn right]**, which way does the token point?" (Along the road to the right.)

✓ Closing check (with answers) (5 min)

Children answer with a small arrow card or the gesture. Say each word without doing the gesture:

1. **[right]**
2. **[stop]**
3. **[straight on]**
4. **[left]**
5. Hold up the check crossroads card with the token at the crossroads, pointing up. Say **[Turn left]**. "Which way is the token pointing now?" Children hold up an arrow card.

Answers: the right arrow; the hand; the up arrow; the left arrow; the left arrow.

Vocabulary

New: **[left]**, **[right]**, **[straight on]**, **[stop]**, **[Turn left]**, **[Turn right]**, **[Go straight on]**.
Review: the greeting chant, **[yes]**, **[no]**.

Differentiation

- **Support:** practise only **[left]** and **[right]** first, with the wristband sticker, then add the other two. The partner may move the token first while the child watches, then the child does the same.
- **Stretch:** the child gives a sequence to their partner, saying the instructions while the partner moves the token. Or, with the token stopped on a road, the child pats the side of the desk and says **[on the left]** or **[on the right]** for the side of the road the partner points to.
- **Blind or low-vision children:** before the pair work, guide the child's hand once along the string roads of the tactile crossroads card, from the raised star up to the crossroads and along each side road. The child feels the ridge on the tactile token to know where it points, and holds up tactile arrow cards in the closing check. Low-vision children use large-print arrow cards.

⚠ Safety

- Turning on the spot is optional and only beside the child's own chair, with space around them. Nobody turns with eyes closed.
- Wristband stickers go on the back of the hand only, never the face; paper wristbands are loose. Use latex-free stickers.
- Tokens and cards are not put in mouths. Pencils are used at desks and collected at the end.

Teacher notes and misconceptions

- Facing the class and holding up your left hand shows the children a hand on **their** right. That is why you turn round in the warm-up and use the token's point in the main activity.
- Many children are still learning left and right in their first language. Mixing them up is not a language mistake; the wristband sticker is the help.
- When the token points left or right, its left and the child's left are not the same. In this lesson children only turn the token at the crossroads. Some children find it easier to turn the whole card so that the token points away from them; let them.
- Keep the gestures exactly the same every time, as written on the word card.

Lesson 2: Places and signs

Unit overview - Previous: Lesson 1: Left, right, straight on - Next: Lesson 3: Next to and opposite

Goal: Children point to the right place card or sign when they hear one of the nine place names, and answer **[Where is the ___?]** by pointing.

Length: about 30 minutes.

Materials

- The word card.
- The four large arrow cards (for the opening).
- The nine large place cards, ready to fix to the walls. Fix them at a height every child can see and reach from a chair, away from doors and heaters.
- Small place cards: one set of nine per pair.
- Tick and cross cards (one of each per child).
- Paper and pencils for children who want to draw or write.
- A lap tray for a child in a wheelchair, if needed.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile place cards (see the unit Materials); large-print small place cards.
- Keep the large Little Hill map hidden; it is used from lesson 3.

Steps

✎ Opening (3 min)

Greeting chant. Hold up the large arrow cards in a mixed order; children do the gesture for **[left]**, **[right]**, **[straight on]** and **[stop]**. Turn round to show left and right, as in lesson 1.

Warm-up: nine places (7 min)

1. In the school language: "Little Hill is a made-up town. Today we meet its places. Every place has a name and a sign, so you can find it even if you cannot read the word."
2. **Three at a time (5 min).** Hold up a large place card, say its name and point to its sign; children point to the sign too, and may say the name. Fix the card to the wall. Do three places, then say those three names in a mixed order while children point to the cards on the wall. Then the next three, then the last three:
    - bakery (loaf), post office (envelope), library (open book);
    - market (basket of apples), café (cup), toy shop (ball);
    - park (tree), pond (duck), bridge (arch).
3. **Signs only (2 min).** Point to a card on the wall and cover its name with your hand. Children say or show which place it is (for example, by pointing to the same small card later, or by saying the name). Do four or five cards.

✎ Main activity: Where is the ___? (12 min)

1. **Model it (2 min).** Review the grade 2 question: say **[Where is the bakery?]** with open hands and a questioning face, then point to the bakery card on the wall. Ask two more; children point from their seats.
2. **Point and find (4 min).** Ask **[Where is the ___?]** for each of the nine places in a mixed order. Children point from their seats. After each one, invite a volunteer to walk (not run) to the card and touch it, or to point to it from their seat. Volunteers only; nobody has to go.
3. **Pairs (6 min).** Each pair spreads its nine small place cards face up between them. Child A asks **[Where is the ___?]** for any place; child B points to that small card (or picks it up and shows it). After four questions they swap. A child who does not want to speak can ask by pointing to a card on the wall with the questioning face; the partner then finds the small card that matches. Walk round and listen.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How can you find the bakery if you cannot read the word yet?" (By its sign, the loaf of bread.)
- "In which Little Hill places can you buy something?" (The bakery, the market, the café, the toy shop, and stamps at the post office. In the library you borrow books. The park, the pond and the bridge are not shops.)
- "Is Little Hill a real town?" (No, it is made up. That is why we can all find our way in it.)

✓ Closing check (with answers) (5 min)

Children point to a card on the wall, hold up a small place card, or hold up a tick or cross card:

1. **[Where is the library?]**
2. **[Where is the pond?]**
3. Hold up the large café card: **[Is this the toy shop?]**
4. Point to the bridge card and cover its name: "Which place is this?"

Answers: the library card (open book); the pond card (duck); no (cross), it is the café; the bridge.

Vocabulary

New: **[bakery]**, **[post office]**, **[library]**, **[market]**, **[café]**, **[toy shop]**, **[park]**, **[pond]**, **[bridge]**. Review: **[Where is the ___?]**, **[left]**, **[right]**, **[straight on]**, **[stop]**, **[yes]**, **[no]**.

Differentiation

- **Support:** in the pair game, the child uses only the first three or six places; the partner may point to the wall card first.

- **Stretch:** the child asks and answers in full, adding **[Excuse me]** before the question and **[Thank you]** after it. Or the child copies two or three place names from the small cards onto paper, next to a drawing of the sign.
- **Blind or low-vision children:** instead of the wall cards, the child has the nine tactile place cards in a row on the desk (or lap tray), always in the same order; say where each one is the first time. In the games, the child touches the tactile card when the place is named. Low-vision children use large-print small place cards and sit near the wall cards.

⚠ Safety

- The wall cards are at a height every child can reach from a chair, away from doors and heaters. Children walk, not run, to a card; volunteers only.
- Tactile place cards with pasta or beans are used only after checking for allergies, and only where no child is likely to eat them. Cards and tactile items are not put in mouths.
- Pencils are used at desks and collected at the end.

Teacher notes and misconceptions

- **Do not ask** which shops the children's families use, or where their own bakery or library is. Keep every place in Little Hill. If a child tells you about a real shop, thank them and move back to Little Hill.
- The signs are the author's choice and stand for the place, not for something you can buy there: the apple basket means "market", not "apples". If a child says **[apple]** for the market card, accept it as a good try and say **[market]**.
- Some languages use a borrowed word for some places (for example a word close to "café" or "park"). That is fine; teach the word a fluent speaker would use.
- Leave the large place cards on the walls if you can; they help in lessons 3 and 4.

Lesson 3: Next to and opposite

Unit overview - Previous: Lesson 2: Places and signs - Next: Lesson 4: Excuse me, where is the café? (pair game)

Goal: Children show which place is **[next to]** or **[opposite]** another, build the Little Hill map from spoken clues, and answer **[Where is the ___?]** with **[It is next to / opposite ___]** or by pointing.

Length: about 30 minutes.

Materials

- The word card.
- The nine large place cards, still on the walls from lesson 2 (if you took them down, any place to show them will do).
- The large Little Hill map, kept face down or covered until the end of the main activity.
- Blank pair maps: one per pair, plus one for the teacher to hold up (roads, START star, river and the nine empty boxes).
- Small place cards: one set of nine per pair.
- Tokens: one per pair.
- Tick and cross cards (one of each per child).
- Paper and pencils (pencils are also the "road" in the warm-up; paper for the writing stretch).
- A lap tray for a child in a wheelchair, if needed.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: the tactile Little Hill map, tactile place cards and a tactile token (see the unit Materials); large-print blank maps.

Steps

✎ Opening (3 min)

Greeting chant. Each pair puts its token on the START star of its blank pair map, pointing up. Say **[Go straight on]** (to the crossroads), **[Turn right]**, **[Go straight on]**, **[Stop]**. Then back to START for **[Go straight on. Go straight on. Stop.]** (up to the river). Children keep the token beside the map afterwards.

Warm-up: next to and opposite (7 min)

1. **Gestures (2 min).** Show **[next to]** (two fists side by side, touching) and **[opposite]** (two flat hands facing each other with a gap). Children copy. Say each word a few times in a mixed order; children show the gesture.
2. **Cards on the desk (5 min).** Each pair takes out the bakery and post office cards. Lay a pencil on the desk: "This is a road." Put the two cards side by side on the same side of the pencil, touching: **[The bakery is next to the post office]**. Then put them on opposite sides of the pencil, facing each other: **[The bakery is opposite the post office]**. Pairs copy each arrangement. Then say **[next to]** or **[opposite]**, and pairs arrange their two

cards; repeat with other pairs of cards (for example the café and the park). Remind them: "Opposite means across the road. Next to means side by side, with nothing between."

✎ Main activity: build the map (12 min)

1. **Model it (3 min).** Hold up your blank pair map and point to START, Bridge Road, Main Street, the crossroads and the river. Say: "Every box is a place. I will tell you where the places are. You put the small card in its box." Point to the box on the left of lower Bridge Road: "The bakery is here." Pairs put the bakery card there. Then say **[The post office is opposite the bakery]**, with the opposite gesture. Wait; pairs find the box across the road and put the post office card in it. Hold up your map to show it.

2. **Clues (7 min).** Give the clues one at a time, with the gesture each time, and wait for every pair before going on. Some places you point to on your map; the others come from the clue:

    - Point: "The library is here" (Main Street, left of the crossroads, top side). Then **[The market is next to the library]**.
    - Point: "The café is here" (Main Street, right of the crossroads, top side). Then **[The toy shop is opposite the café]** and **[The park is next to the café]**.
    - Point to the box on the river: "The bridge is here." Then **[The pond is next to the bridge]**.

    Each clue has only one possible box, because everything else is grass. If a pair is stuck, ask **[Where is the café?]** and let them find their café card first.

3. **Check (2 min).** Uncover the large Little Hill map. Pairs compare their map with it and move any card that is in the wrong box.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Is the library next to the café?" (No. The crossroads and the grass are between them.)
- "Why is the library not next to the crossroads?" (There is grass between them. Next to means nothing in between.)
- "What is opposite the toy shop?" (The café. They face each other across Main Street.)

✓ Closing check (with answers) (5 min)

Use the large Little Hill map. Children point to their own pair map, use the gestures, hold up a tick or cross card, or say the answer:

1. **[Where is the market?]**
2. **[Where is the toy shop?]**
3. Point to the pond: **[Is the pond next to the bridge?]**
4. **[Is the park opposite the café?]**

Answers: next to the library; opposite the café; yes (tick); no (cross), it is next to the café.

Vocabulary

New: **[next to]**, **[opposite]**, **[It is next to ___]**, **[It is opposite ___]**. Review: the nine place names, **[Where is the ___?]**, **[left]**, **[right]**, **[straight on]**, **[stop]**, **[yes]**, **[no]**.

Differentiation

- **Support:** the child works with a partner who places the card first; the child then shows the gesture for **[next to]** or **[opposite]**. Or give the clue and then point to the right box for that pair.
- **Stretch:** after the check, the child writes the names of three or more places on paper beside a small drawing of the map, copying from the small cards, or says each clue back in full (**[The market is next to the library]**).
- **Blind or low-vision children:** before the clues, guide the child's hand along the string roads of the tactile map, from the raised star to the crossroads, along Main Street both ways, and up to the river line, and let them feel the empty box outlines. A partner or adult says each clue, and the child puts the tactile place card in the box. For the check, an adult says which places are in which boxes, and the child checks by touch. Low-vision children use a large-print blank map.

⚠ Safety

- Tokens, small cards and tactile items are not put in mouths. Tactile items with pasta or beans are used only after checking for allergies.
- Pencils are used at desks and collected at the end.

Teacher notes and misconceptions

- **Opposite** means across the road, facing; **next to** means on the same side, side by side, with nothing between. Some children say "next to" for anything nearby. Point to the grass gaps on the large map and ask: "Is anything between them?"
- In some languages **[next to]** or **[opposite]** changes the place word after it. Say the clue the way a fluent speaker would; children only need to understand it and place the card.
- Keep the large map covered until step 3, so the clues are a real challenge. From now on it can stay up, except in lesson 4, when it is hidden again.
- Writing the names is a stretch. Placing the small cards is the language task.

Lesson 4: Excuse me, where is the café? (pair game)

Unit overview - Previous: Lesson 3: Next to and opposite - Next: Lesson 5: Follow my directions

Goal: Children ask **[Excuse me, where is the ___?]** and answer **[It is next to / opposite ___]** in an information-gap pair game, each partner holding a map with only some of the places labelled.

Length: about 30 minutes.

Materials

- The word card.
- **Pair-game sheets per pair.** Both sheets show the Little Hill map: roads, the START star, the river and all nine boxes.
  - **Sheet A:** five boxes labelled with name and sign: bakery, library, toy shop, park, bridge. The post office, market, café and pond boxes are empty.
  - **Sheet B:** four boxes labelled: post office, market, café, pond. The bakery, library, toy shop, park and bridge boxes are empty.
- **Answer strips per pair.** Each line shows the sign of a place, a small drawing of the next to or opposite gesture, and the sign of the other place, with the words written under them.
  - **Strip B** (used by child B when answering): post office, opposite the bakery; market, next to the library; café, opposite the toy shop (or next to the park); pond, next to the bridge.
  - **Strip A** (used by child A when answering): bakery, opposite the post office; library, next to the market; toy shop, opposite the café; park, next to the café; bridge, next to the pond.
  - The teacher keeps the strips and hands each one out only for the round in which that child answers (see the teacher notes).
- A folder or book per pair to stand up as a screen.
- A pencil per child.
- Small place cards: one set of nine per pair, to put in the empty boxes instead of drawing.
- The large Little Hill map, kept hidden until the closing check.
- Tick and cross cards (one of each per child).
- Paper for children who want to draw.
- A lap tray for a child in a wheelchair, if needed.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: the tactile Little Hill map and tactile place cards (see Differentiation); large-print sheets and strips.

Steps

✎ Opening (3 min)

Greeting chant. Teach **[Excuse me]** (a small raised hand) and review **[Thank you]** from The Market (a nod and a smile). Say **[Excuse me, where is the bridge?]** with the gestures;

children copy the gestures and may say it with you. Then show **[next to]** and **[opposite]** once more; children do the gestures.

Warm-up: half a map each (7 min)

1. In the school language: "Today each of you has half of the Little Hill map. Some boxes have a name, and some are empty. To fill the empty boxes, you ask your partner."
2. Show a sheet A: point to the labelled boxes and the empty ones. "When you know where a place is, put its small card in the box, or write or draw it." Show a strip: "When it is your turn to answer, you get a strip. It tells you the answers."
3. **Model it (4 min).** Give a volunteer sheet B and strip B, behind a screen. The teacher (with sheet A) asks **[Excuse me, where is the post office?]** The volunteer finds the post office line on the strip and answers **[It is opposite the bakery]**, or just **[opposite the bakery]**, or shows the opposite gesture and points to the bakery sign on the strip. The teacher finds the bakery on sheet A, puts the post office card in the box across the road, and says **[Thank you]**. Say: "Everyone will still ask about the post office in the game."

✎ Main activity: the pair game (12 min)

1. **Round 1 (5 min).** Partners sit with a screen between them. Give out strip B only. Child A asks about each empty box on sheet A: the post office, the market, the café and the pond. Child B answers from strip B, and A puts the small card in the box (or writes or draws). Collect strip B.
2. **Round 2 (5 min).** Give out strip A. Child B asks about the bakery, the library, the toy shop, the park and the bridge. Child A answers from strip A, and B fills the boxes. Collect strip A. Asking can be the whole question, just **[Where is the ___?]**, or holding up the small place card with the questioning face. Answers can be words, the gesture with a point to the sign on the strip, or both.
3. **Compare (2 min).** Partners take the screen away and put their sheets side by side. Every box should now have the same place on both sheets. Fix any that differ by asking again.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why did you need to ask your partner?" (Because only your partner's strip had those answers.)
- "Child B, how did you know which box was the park and which was the toy shop?" (The park is **next to** the café, on the same side. The toy shop is **opposite** the café, across the road.)
- "Is anyone really lost in Little Hill?" (No. It is a made-up town. In real life, if you are lost, you ask a grown-up you trust, like a teacher or a police officer.)

✓ Closing check (with answers) (5 min)

Show the large Little Hill map. Children answer by pointing to their sheet, with the gestures, a tick or cross card, or words:

1. **[Excuse me, where is the café?]**
2. **[Where is the pond?]**
3. Point to the bakery: **[Is the bakery next to the post office?]**
4. **[Where is the market?]**

Answers: opposite the toy shop, or next to the park (both are right); next to the bridge; no (cross), it is opposite; next to the library.

Vocabulary

New: **[Excuse me]**, **[Excuse me, where is the ___?]**. Review: **[Thank you]** (from The Market), **[next to]**, **[opposite]**, **[It is next to / opposite ___]**, the nine place names, **[Where is the ___?]**, **[yes]**, **[no]**.

Differentiation

- **Support:** the child asks about only two places in their round; the partner may show the strip line after answering.
- **Stretch:** the child asks every question with **[Excuse me]** and says **[Thank you]** after each answer, and answers in full sentences. Or, in round 2, child A answers from the finished sheet A instead of strip A.
- **Blind or low-vision children:** the child uses the tactile Little Hill map, with the tactile place cards for their own sheet's labelled places already in their boxes, and the other tactile place cards in a row on the desk. Guide the child's hand along the roads once before the game. When answering, an adult reads the strip line quietly to the child. When asking, the child puts the tactile place card in the box their partner describes. Low-vision children use large-print sheets and strips.

⚠ Safety

- Pencils are used at desks and collected at the end.
- Tactile items with pasta or beans are used only after checking for allergies; cards and tactile items are not put in mouths.

Teacher notes and misconceptions

- **Why the strips are handed out one at a time:** next to and opposite work both ways, so each strip also tells its holder where their own missing places are (strip A says the library is next to the market). Give out strip B only for round 1, and collect it before round 2; give out strip A only for round 2. That keeps the gap real.
- Do not let children look over the screen, and keep the large map hidden until the closing check. The large place cards on the walls do not show positions and can stay up.

- Each answer names a place the asker already has on their sheet, so every empty box can be found from one answer.
- For the café, both **[opposite the toy shop]** and **[next to the park]** are right. Child A has both the toy shop and the park on sheet A, so either answer would work; strip B gives "opposite the toy shop" to keep it simple, and in the closing check either answer counts.
- If a child says **[It is near the ___]** or points vaguely, ask: **[Next to? Opposite?]** with both gestures.

Lesson 5: Follow my directions

Unit overview - Previous: Lesson 4: Excuse me, where is the café? (pair game)

Goal: Children move the token along a two- or three-step route on the Little Hill map when they hear it, say what is **[on the left]** or **[on the right]**, and, as a stretch, give a route to a partner. The one-to-one check starts this week.

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

Materials

- The word card.
- The large Little Hill map, on show.
- Pair maps with all nine places labelled: one per pair.
- Tokens: one per pair, plus the check token for the teacher to show on the large map.
- Small arrow cards: one set of four per child.
- Wristband stickers or loose paper wristbands (latex-free), for children who want one again.
- **Route strips:** one set of seven per pair, each a strip of card with picture steps (an up arrow means **[Go straight on]**, a left or right arrow means **[Turn left]** or **[Turn right]**, a hand and a place sign mean **[Stop at the ___]**):
    1. up arrow; hand and loaf (bakery)
    2. up arrow; left arrow; hand and open book (library)
    3. up arrow; left arrow; hand and apple basket (market)
    4. up arrow; right arrow; hand and cup (café)
    5. up arrow; right arrow; hand and tree (park)
    6. up arrow; up arrow; hand and duck (pond)
    7. up arrow; up arrow; hand and arch (bridge)
- Check things (for the one-to-one check): one token, one crossroads card, six small place cards (bakery, post office, library, café, park, bridge), a pair map with all nine places labelled, and the record sheet.
- Tick and cross cards (one of each per child).
- Paper and pencils for children who want to draw or write.
- A lap tray for a child in a wheelchair, if needed.
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: the tactile Little Hill map, tactile token, tactile arrow cards, tactile place cards, tactile route strips and, for the one-to-one check, the tactile crossroads card (the same steps as raised arrows and a raised hand, with the tactile sign glued at the end); large-print pair maps and route strips.

Steps

✎ Opening (3 min)

Greeting chant. Say **[left]**, **[right]**, **[straight on]** and **[stop]** in a mixed order; children hold up the small arrow card. Then say **[Turn left]** and **[Turn right]**; children do the arm sweep.

Warm-up: on the left, on the right (7 min)

1. **Model it (3 min).** Put the check token on the START star of the large map, pointing up. Say **[Go straight on. Stop at the bakery.]** and move it. Pat the left side of a desk: **[The bakery is on the left.]** Pat the right side: **[The post office is on the right.]** Children copy the pats.
2. **Pairs (4 min).** Each pair puts its token on START on its pair map, pointing up. Say **[Go straight on. Stop at the bakery.]** Ask **[What is on the right?]**; children pat the side and point (the post office). Back to START. Say **[Go straight on. Go straight on. Stop at the pond.]** Ask **[Is the pond on the left?]** (yes: children hold up the tick card).

✎ Main activity: follow my directions (12 min)

1. **Follow the route (5 min).** Say each route slowly, twice. Pairs take turns moving the token from START; the partner checks. After each one, show it on the large map with the check token.
    - **[Go straight on. Turn right. Stop at the café.]**
    - **[Go straight on. Turn left. Stop at the library.]**
    - **[Go straight on. Turn right. Stop at the park.]**
    - **[Go straight on. Go straight on. Stop at the bridge.]**
    - **[Go straight on. Turn left. Stop at the market.]**
2. **Mystery places (2 min).** Say a route, then a question instead of a place name. Children move the token, then point to the answer:
    - **[Go straight on. Go straight on. Stop at the bridge. What is on the left?]** (the pond)
    - **[Go straight on. Turn right. Stop at the café. What is opposite?]** (the toy shop)
3. **Your turn to lead (5 min).** Each pair puts its route strips face down. One child picks a strip and gives the route: by saying it, by showing the picture steps one at a time with the gestures, or both. The partner moves the token, then turns the strip over to check the place sign. Swap after each strip. Giving a route in words is a stretch; showing the strip counts.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Which routes have no turn?" (To the bakery, the pond and the bridge: only **[Go straight on]**.)
- "After **[Turn right]**, is the café on the left or the right?" (On the left. The toy shop is on the right.)
- "Did anyone's token turn the wrong way? What helped?" (The wristband sticker, the token's point, or turning the map. Everyone makes wrong turns sometimes.)

✓ Closing check (with answers) (5 min)

Children move the token on their pair map and point to where it stops, or pat the side of the desk:

1. **[Go straight on. Turn left. Stop at the market.]**
2. **[Go straight on. Stop at the bakery. What is on the right?]**
3. **[Go straight on. Turn right. Stop at the park.]**

Answers: the token is at the market, at the left end of Main Street; the post office (on the right); the token is at the park, at the right end of Main Street.

Tell the children: "This week I will play a short game with each of you, one at a time." Over the week, do the five-part check from the unit overview (about 3 minutes per child) while the others play the pair game from lesson 4 or the route strips again.

Vocabulary

New: **[on the left]**, **[on the right]**, **[Stop at the ___]**, **[What is on the left / right?]**. Review: **[Go straight on]**, **[Turn left]**, **[Turn right]**, **[stop]**, **[next to]**, **[opposite]**, the nine place names, **[yes]**, **[no]**.

Differentiation

- **Support:** use only the routes with no turn first (bakery, pond, bridge), then add one turn. The partner may move the token first while the child watches, then the child does the same.
- **Stretch:** the child gives routes from the strips in full sentences, or makes up a route to a place and says it for the partner without a strip. Or, after the token stops, the child says what is **[on the left]** and **[on the right]**.
- **Blind or low-vision children:** before the routes, guide the child's hand along the string roads of the tactile map from the raised star. The child moves the tactile token (feeling its ridge to know which way it points) and uses tactile route strips. In the mystery places, the child touches the tactile place card. Low-vision children use large-print pair maps and route strips.

⚠ Safety

- Tokens, strips and tactile items are not put in mouths; tactile items with pasta or beans are used only after checking for allergies.
- Pencils are used at desks and collected at the end.

Teacher notes and misconceptions

- After **[Turn left]**, the token points left (west), so the top side of Main Street (the library and the market) is on **its right**. After **[Turn right]**, the top side (the café and the park) is on its left. Children do not need to explain this; let them turn the map if it helps.
- Small slips in how far the token moves do not matter. The turns and the place where it stops do.

- Routes are only on the Little Hill map. **Never ask** children to give or draw the way to their home, to school or to any real place. If a child volunteers one, thank them and move back to Little Hill.
- In the check, mixing up left and right is recorded as it happened; if the child fixes it using the wristband sticker, that is **with help**.