Body words, a song and our class chant show

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

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

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

Part of the kindergarten year plan (second language, term 3: "a short song or rhyme performed for others"). It follows Hello, My Name Is, and Classroom Words (term 1) and Numbers to Ten, Colours and Animals (term 2), and uses the same idea: the teacher chooses the language and fills in a word card.

Which language?

This unit works with any language the school teaches. Before lesson 1, fill in the **word card** below. In the lessons, words in square brackets, like **[nose]**, mean "say this in the language you are teaching". Keep using the term 1 and term 2 words every day.

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

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

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

Big idea

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

Outcomes

By the end of the unit, most children can:

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

Prior knowledge

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

Lessons

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

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

Materials

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

Access and inclusion

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

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

Assessment

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

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

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

Sources

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

Known gaps

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

Lesson 1: Touch your nose!

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

Length: about 20 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

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

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

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

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

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

✓ Discussion questions (with answers) (3 min)

In the school language:

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

✓ Closing check (with answers) (4 min)

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes

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

Lesson 2: The body song

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

Length: about 20 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

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

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

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

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

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

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

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

✓ Discussion questions (with answers) (2 min)

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

✓ Closing check (with answers) (3 min)

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes

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

Lesson 3: Our class chant

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

Length: about 20 minutes.

Materials

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

Steps

✎ Opening (3 min)

Body song or chant from lesson 2, once.

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

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

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

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

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

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

✓ Discussion questions (with answers) (2 min)

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

✓ Closing check (with answers) (3 min)

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes

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

Lesson 4: Getting ready for the show

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

Length: about 20 minutes.

Materials

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

Steps

✎ Opening (3 min)

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

✎ Main activity 1: choose roles (4 min)

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

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

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

✓ Discussion questions (with answers) (2 min)

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

Closing (3 min)

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes

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

Lesson 5: Show day

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

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

Materials

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

Steps

✎ Opening (3 min)

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

✎ Main activity 1: the show (8 min)

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

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

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

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

Closing (8 min)

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

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

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

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

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

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

Vocabulary

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

Differentiation

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

⚠ Safety

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

Teacher notes

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

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