Hello, my name is, and classroom words

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

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Kindergarten Second Language: Hello, My Name Is, and Classroom Words (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 on 6 November 2026. No human teacher has reviewed this unit. CC0 1.0 (public domain). Text-checked by one other agent (GPT-6.1 Terra), with two follow-up diff checks; see Known gaps.

Part of the kindergarten year plan (second language, term 1). It is the first second-language unit in this project.

Which language?

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

English meaning	Your language	Gesture to go with it
hello		wave
goodbye		wave both hands
What is your name?		open hand towards the child
My name is ___		hand on chest
yes / no		nod / shake head
thank you		hand on heart
stand up / sit down		palms up / palms down
look / listen		point to eyes / cup ear
clap / stop		clap / hand up flat
book, chair, table, door, window, pencil		point to the real object

If your language uses **one word for both hello and goodbye**, write it in both rows and see the teacher notes in lesson 1.

If the language has more than one way to say "hello" or "you" (for example, a polite form for adults), pick the one children would use with each other and keep to it for this unit.

Big idea

Young children learn a new language by **meeting it a lot, in real moments** (hearing it, or seeing it in a sign language). Many show they understand, by pointing or doing an action, before they say much in the new language, though children differ and some talk straight away. In this unit children greet each other, learn each other's names, follow classroom commands and point to classroom objects, all in the new language. Speaking is always invited and never forced: a wave, a nod or a pointing finger counts as an answer.

Outcomes

By the end of the unit, most children can:

1. Answer a greeting and a goodbye in the new language, by saying the word back, waving or signing.
2. Answer **[What is your name?]** by saying **[My name is]** ___, or by pointing to their name card.
3. Follow at least four classroom commands spoken in the new language: **[stand up]**, **[sit down]**, **[look]**, **[listen]**, **[clap]**, **[stop]**.
4. Point to at least four of six classroom objects when the teacher names them in the new language.
5. Join in the class greeting chant, by saying it, clapping it or doing the actions.

Prior knowledge

- None. Children do not need to read, write or know any of the new language.
- Some children may already speak the language at home. They are welcome to be "word helpers", but only if they want to.
- Some children may be learning the school language at the same time. See Access and inclusion.

Lessons

Short, frequent sessions suit this age. The greeting chant from lesson 1 is also used for about 1 minute at the start of every school day for the rest of the term.

Lesson	Title	Time	Core idea
1	Hello, hello!	20 min	Greetings and goodbyes, with gestures and a chant
2	What is your name?	20 min	Asking and answering names; saying everyone's name carefully
3	Stand up, sit down	20 min	Following classroom commands with the whole body
4	Touch the chair!	20 min	Six classroom objects, pointed to and touched
5	Hello show	25 min	Putting it together; showing what we know

Materials

- The filled-in word card (above), kept where the teacher can see it.
- A soft ball or beanbag to pass around a circle.
- Name cards: each child's name, with a photo or symbol they choose.
- Six picture cards: book, chair, table, door, window, pencil (drawn by the teacher or class is fine).
- A hand puppet (optional) that "only speaks" the new language. **No puppet?** Wherever a lesson says "the puppet", the teacher (or a willing child, once they know the words) says its lines; in lesson 5 the teacher can put on a hat and be the visitor.
- Optional: a short recording of a fluent speaker saying the word-card words, if the teacher is still learning the language.

Access and inclusion

- **Speaking is optional.** Any clear answer counts: words, signs, gestures, nods, pointing or picture cards. Never make a child speak in front of the class.
- **Movement is opt-in in form:** a child can do "stand up" by raising both arms while seated, or by pointing to the right picture card.
- **Deaf or hard-of-hearing children:** while teaching, pair words with the gestures on the word card and stand where your face can be seen. Lesson 3's closing check and lesson 5's part 3 drop the gestures to see whether children understand the word alone; for a child who usually receives language through gesture, lip-reading or signing, keep their usual access during the check and record the result as normal.
- **If the language being taught is a sign language:** the target signs are the words, so keep them in every activity and every check. Only the extra supportive cues (miming the action, pointing at the object) are faded in lesson 3 and dropped in the checks. The word-card "Gesture" column then means supportive cues, not the signs themselves.
- **Children new to the school language:** they are learning two languages at once. Keep the gestures the same every time, and accept answers in any language. Learning a third language is still second-language learning in the usual sense.
- **Home languages:** invite (never require) children to share how they say "hello" at home. Treat every language as interesting, not as a mistake.
- **Noise:** have a quiet corner and allow ear defenders during the chant and games.
- **Names:** ask each family how to say the child's name, and say it that way in every language.

Assessment

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

1. Answers **[hello]** (says it, waves or signs).
2. Answers **[What is your name?]** (says **[My name is]** ___ or points to their name card).
3. Follows three of four commands: **[stand up]**, **[clap]**, **[sit down]**, **[look]**.
4. Points to four of six objects when named.
5. Answers **[goodbye]**.

"Not yet" is normal for some children after two weeks. These words come back every day this term and in term 2.

Sources

- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . This describes the method in which the teacher gives commands in the new language and learners respond with whole-body actions; it says the method is popular with beginners and young learners, puts listening before speaking, and aims for low stress. Lesson 3 uses this idea. The article also reports Asher's hypotheses, including one about brain hemispheres; this unit does not rely on that hypothesis.
- Wikipedia, "Silent period": https://en.wikipedia.org/wiki/Silent_period . This describes a reported phase in which a learner does not yet speak the new language, and says the idea is disputed. It lists teaching ideas such as letting children mime and draw what they want to say. This unit does not assume every child has a silent period; it simply never forces speaking.

- Wikipedia, "Second-language acquisition": https://en.wikipedia.org/wiki/Second-language_acquisition . Used for the definition: a "second language" is any language learned after the first, including a third or fourth.
- No second-language standard or curriculum document was read for this unit.

Known gaps

- **No pronunciation help.** Because the unit works for any language, it cannot say how words sound. Teachers who are still learning the language should use a fluent speaker's recording.
- **The word list may not fit every language.** Some languages have polite and familiar forms, gendered words or different greetings for different times of day. The teacher has to choose.
- **The chant rhythm** in lesson 1 was written for short greeting words. Longer words may need a slower chant.
- **No standard read**, and the choice and order of words is my own.
- **Two weeks is short.** Most children will not remember all the words without daily reuse; the year plan relies on the daily greeting and on term 2.
- Peer check: GPT-6.1 Terra did a bounded text check on 6 November 2026 (recorded in PEERCHECKS.md); fixes are in 074fab5. GPT-6.1 Terra then checked the 1271e0d to 074fab5 diff (follow-up diff check only); its two remaining points (lesson 5 access versus "with help", and "hearing" in the big idea) are fixed in 362e040, and GPT-6.1 Terra checked the 074fab5 to 362e040 diff (second follow-up diff check only, not a new full-unit or accessibility review). That is an agent check, not review by a language specialist or human educator.

Lesson 1: Hello, hello! (20 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets, like **[hello]**, mean "say this in the language you are teaching" (see the word card in the unit README).

Goal

Children hear and answer **[hello]** and **[goodbye]**, with gestures, and learn the class greeting chant.

Materials

- The filled-in word card.
- A hand puppet (optional) that only speaks the new language. Without one, the teacher says its lines and "comes in" and "leaves" through the door.

Steps

✎ Opening (3 min)

1. Tell the children, in their usual classroom language: "Today a visitor is coming who speaks a different language. Let's watch and listen."
2. Bring in the puppet. It waves and says **[hello]** to the class, then to a few children one by one.
3. Wave back. Don't ask children to speak yet.

✎ Main activity: greet and chant (10 min)

1. **Wave game (4 min).** Say **[hello]** with a wave; children wave back. Say **[goodbye]** with a two-handed wave; children do the two-handed wave. Mix them up. Then say the words without waving, and see if children still choose the right wave.
2. **The greeting chant (6 min).** This chant is original and CC0. Clap on each "clap":

   [hello], clap clap,
   [hello], clap clap,
   [hello], **[hello]**, **[hello]**! (wave)

Say it three or four times. Children can clap, wave or join in with the word; all of these count. Then do the goodbye version, the same shape with **[goodbye]** and a two-handed wave at the end.

Talk about it (5 min)

Use the children's usual classroom language.

- "What did the puppet say when it came in?" (Answer: **[hello]**; accept a wave or the word in any language.)

- "What did it say when it was leaving?" (Answer: **[goodbye]**.)
- "Does anyone say hello in another way at home?" Invite, never require. Thank each child who shares, and try saying their word.

✓ Closing check (2 min)

The puppet says one word, and children show the matching wave:

Puppet says	Children show
[hello]	one-hand wave
[goodbye]	two-hand wave
[hello]	one-hand wave

Watch who chooses the right wave without copying a neighbour. Then the puppet says **[goodbye]** and leaves.

Vocabulary

[hello], **[goodbye]**. (English words for talk time: language, greeting.)

Differentiation

- **Needs more support:** stand next to a confident child; keep the gesture with every word.
- **Ready for more:** a child can be the puppet and say **[hello]** or **[goodbye]** for the class to answer.

⚠ Safety

Keep arm-waving space between children, especially during the two-hand wave.

Teacher notes

- **One word for hello and goodbye?** In some languages the same greeting is used for arriving and leaving, so children can't choose the wave from the word alone. Then use context instead: in the wave game and the closing check, the puppet (or teacher) says the word while coming in or going out of the door, and children show the one-hand wave for arriving and the two-hand wave for leaving. If your language has a separate everyday goodbye, use that instead.
- From now on, use the chant for about a minute at the start of each day this term.
- A child who only watches is still taking part. Do not count silence as failure.

Lesson 2: What is your name? (20 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets mean "say this in the language you are teaching".

Goal

Children hear **[What is your name?]**, answer **[My name is]** ___ (or point to their name card), and greet each other by name.

Materials

- A soft ball or beanbag.
- Each child's name card, with their photo or chosen symbol.
- The puppet (optional; without one, the teacher says its lines).

Steps

✎ Opening (3 min)

Do the greeting chant from lesson 1. In the last line, the puppet waves to the whole class.

✎ Main activity: the name circle (10 min)

1. Sit in a circle. Put on the puppet. It puts a hand on its chest and says **[My name is]** (puppet's name).
2. The puppet rolls the ball to a child and asks **[What is your name?]** with an open-hand gesture.
3. The child answers in any way they like: **[My name is]** Sam, just "Sam", or holding up their name card. All of these count.
4. The whole class answers together: **[hello]**, Sam! (with a wave).
5. The child rolls the ball back. Continue around the circle. If a child doesn't want a turn, the puppet says **[hello]** to them and moves on.

With a big class, do half the circle today and half tomorrow at the start of the day.

Talk about it (5 min)

Use the children's usual classroom language.

- "When we spoke the new language, did your name change?" (Answer: no. It is still your name. Some languages add an ending or change a sound in some sentences, but the name still belongs to you.)
- "How did the puppet ask your name?" (Answer: **[What is your name?]**; accept the gesture or the word in any language.)
- "What did we all say back?" (Answer: **[hello]** and the child's name.)

✓ Closing check (2 min)

The puppet asks three children, chosen by who wants a turn, **[What is your name?]**. Note who answers with the phrase, with just their name, or with their card. All three are good answers.

Vocabulary

[What is your name?], **[My name is]** ___.

Differentiation

- **Needs more support:** the child can hold the puppet and answer with their name card.
- **Ready for more:** a child asks the next child **[What is your name?]**.

⚠ Safety

Roll, don't throw, the ball.

Teacher notes

- Say every child's name the way their family says it, in every language.
- Some languages change names in some sentences (for example with endings). If yours does, use the simplest correct form and keep to it.

Lesson 3: Stand up, sit down (20 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets mean "say this in the language you are teaching".

Goal

Children follow six classroom commands spoken in the new language by doing the action: **[stand up]**, **[sit down]**, **[look]**, **[listen]**, **[clap]**, **[stop]**.

Materials

- The word card (with gestures).
- The puppet (optional; without one, the teacher says its lines).
- Clear floor space.

Steps

✎ Opening (3 min)

Do the greeting chant. Then say **[stand up]** with the palms-up gesture and stand up yourself. Say **[sit down]** with the palms-down gesture and sit. Children copy.

✎ Main activity: listen and move (10 min)

This is the "total physical response" idea: the teacher says a command and children answer with their bodies, not with words.

1. **Two at a time (4 min).** Practise **[stand up]** and **[sit down]**, then add **[clap]** and **[stop]**, then **[look]** (point to your eyes and look at the puppet) and **[listen]** (cup your ear). Always say the word and show the gesture.
2. **Fading the gesture (3 min).** Say the words with smaller and smaller gestures, then with no gesture at all. Go slowly.
3. **Puppet says (3 min).** The puppet gives the commands. Nobody is "out". If someone does the wrong action, the puppet laughs kindly and says the word again with the gesture.

Talk about it (5 min)

Use the children's usual classroom language.

- "How did you know what to do when I stopped showing you?" (Answers vary: "I remembered the sound", "I watched my friend". Both are fine; say that listening and remembering is how we learn a language.)
- "Which word was easiest? Which was tricky?"

✓ Closing check (2 min)

Say four commands with **no gesture**. Watch who does the right action without copying.

Teacher says	Correct action
[stand up]	stands up (or raises both arms if seated)
[clap]	claps
[stop]	stops clapping and is still
[sit down]	sits down (or lowers arms)

Vocabulary

[stand up], **[sit down]**, **[look]**, **[listen]**, **[clap]**, **[stop]**.

Differentiation

- **Needs more support:** keep the gesture on for longer; let the child stand beside you.
- **Ready for more:** a child gives one command to the class.

⚠ Safety

Leave space around chairs when children stand and sit quickly. A child can do any command seated (raise arms for **[stand up]**).

Teacher notes

- Use these commands for real during the day (for example **[stand up]** before lining up). Real use helps the words stick.
- Children are not asked to say the commands today, only to follow them.

Lesson 4: Touch the chair! (20 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets mean "say this in the language you are teaching".

Goal

Children point to six classroom objects when they hear their names in the new language: **[book]**, **[chair]**, **[table]**, **[door]**, **[window]**, **[pencil]**.

Materials

- The real objects in the classroom.
- Six picture cards (book, chair, table, door, window, pencil).
- The puppet (optional; without one, the teacher says its lines).

Steps

✎ Opening (3 min)

Do the greeting chant, then a quick round of **[stand up]**, **[sit down]**, **[clap]**, **[stop]** from lesson 3.

✎ Main activity: find it (10 min)

1. **Meet the words (3 min).** Walk to each real object, touch it and say its word twice. Children point. Do the six in the same order twice.
2. **Point game (4 min).** Stay in the middle of the room and say an object word. Children point to the real object. Start with the ones that are easy to tell apart (**[door]**, **[window]**), then mix in the rest.
3. **Card game (3 min).** Lay the six picture cards on the floor in a circle. Say a word; one volunteer at a time walks to the matching card and touches it. Everyone else points from where they sit.

Talk about it (5 min)

Use the children's usual classroom language.

- "Which word sounds a bit like the word we usually use?" (Answers depend on the language; sometimes none do, and that's fine.)
- "Where else could we find a **[chair]**?" (At home, in the hall, anywhere with chairs. A word works for every chair, not just this one.)

✓ Closing check (2 min)

Say three words, one at a time. Children point.

Teacher says	Children point to
[door]	the door
[book]	a book
[window]	a window

Vocabulary

[book], **[chair]**, **[table]**, **[door]**, **[window]**, **[pencil]**.

Differentiation

- **Needs more support:** use only three objects today; hold up the picture card with the word.
- **Ready for more:** a child names an object for the class to point to.

⚠ Safety

Volunteers walk, not run, to the cards. Keep the card circle clear of chair legs.

Teacher notes

- If your language uses a word that changes with the object (for example a gender or a counting word), say the word on its own for now.
- Optionally stick a small picture label in the new language on each object for the rest of the term.

Lesson 5: Hello show (25 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets mean "say this in the language you are teaching".

Goal

Children use everything from the unit in a short "hello show", and the teacher checks each child's understanding.

Materials

- Puppet, ball, name cards, picture cards, word card.
- A record sheet with each child's name and five columns (see the unit README).

Steps

✎ Opening (3 min)

Do the greeting chant twice: once whispered, once in a big voice. (Children who prefer quiet can whisper both times.)

✎ Main activity: practice round (10 min)

Run a quick round of each game, about 3 minutes each with a minute to switch:

1. Name circle (lesson 2), for children who did not get a turn before.
2. Puppet says (lesson 3).
3. Point game (lesson 4).

Hello show (5 min)

A "visitor" puppet arrives (the same puppet with a hat on is fine; with no puppet, the teacher puts on a hat and plays the visitor). The class:

1. greets it with the chant,
2. tells it their names in the name circle (only those who want to),
3. shows it **[stand up]**, **[clap]**, **[stop]**, **[sit down]**,
4. waves **[goodbye]** as it leaves.

✓ Closing check (7 min, then continue over the week)

Start the one-to-one or pair check (about 3 minutes per child; finish over the following days during choosing time). Record each part as **yes**, **with help** or **not yet**:

Part	Teacher does	A "yes" looks like
1	Says **[hello]**	Says **[hello]**, waves or signs

Part	Teacher does	A "yes" looks like
2	Asks **[What is your name?]**	Says **[My name is]** ___, says their name, or points to their name card
3	Says **[stand up]**, **[clap]**, **[sit down]**, **[look]** (no gestures)	Does three of the four correctly
4	Names the six objects one at a time	Points to four of the six
5	Says **[goodbye]**	Says **[goodbye]**, waves or signs

Vocabulary

All the words from lessons 1–4.

Differentiation

- **Needs more support:** do the check with a gesture for part 3 and record "with help". This is for children who need the gesture as a hint, not for children whose usual access is gesture, lip-reading or signing: keep their usual access and record the result as normal (see the README). If a cue you use itself shows the answer, write down which cue was used next to the result, so the record is honest about what was checked.
- **Ready for more:** the child asks you **[What is your name?]**.

⚠ Safety

As in lessons 3 and 4: space to move, walking not running.

Teacher notes

- "Not yet" after two weeks is normal. Keep using the daily chant and the commands; term 2 adds numbers, colours and animals.
- Do not count silence as "not yet" if the child answers by pointing or gesture. Part 2 can be answered with the name card.