Numbers to ten, colours and animals through games

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

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Kindergarten Second Language: Numbers to Ten, Colours and Animals Through Games (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 (Gemini 4 Argon); see Known gaps.

Part of the kindergarten year plan (second language, term 2). It follows Hello, My Name Is, and Classroom Words (term 1) 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 **[three]**, mean "say this in the language you are teaching". Keep using the term 1 words (greetings, **[stand up]**, **[sit down]**, **[clap]**, **[stop]** and so on) every day.

English meaning	Your language	Gesture or picture to go with it
one, two, three, four, five		fingers, shown the way your community counts on fingers
six, seven, eight, nine, ten		fingers on two hands
How many?		palms up, eyebrows raised
Show me ___		point to your eyes, then hold out a hand
touch		touch the thing with one finger
red, blue, yellow, green, black, white		point to a colour card
cat, dog, bird, fish, frog, duck		picture card, plus the action below

Animal actions (the same in every language): **cat** licks a paw; **dog** wags a tail; **bird** flaps arms; **fish** makes a swimming hand; **frog** crouches and hops (or bounces hands on knees); **duck** waddles (or makes a beak with one hand).

Numbers on fingers: communities count on fingers in different ways (for example, starting from the thumb or from the little finger). Use the way your children already know, and accept any clear way.

Grammar warning: in many languages, putting words together changes them (for example, "three cats" may change the word for "cat", and colour words may change with the noun or come after it). This unit keeps numbers, colours and animals **mostly separate** so the teacher does not have to teach grammar. Where a lesson joins two words, the teacher says the phrase the way the language really says it.

Big idea

Children learn new words best when they **hear them (or see them, in a sign language) many times in a game where they already know what is happening**: counting things they can see, touching colours, moving like animals. They can show understanding with their hands and bodies long before they say the words, and saying the words is always invited, never forced.

Outcomes

By the end of the unit, most children can:

1. Join in counting from **[one]** to **[ten]**, by saying it, showing fingers or clapping.
2. Show the right number of fingers (or point to the right dot card) when the teacher says a number from **[one]** to **[ten]**.
3. Point to or touch at least four of six colours when the teacher names them.
4. Point to at least four of six animal pictures when named, or do the animal's action.
5. Take part in a whole-class game in the new language, with no one "out".

Prior knowledge

- The term 1 unit: greetings, names and six classroom commands. Children who missed it can still take part; the games show what to do.
- Counting to 10 in the school language helps (kindergarten mathematics, term 1), but is not needed: the dot cards show the amounts.
- Some children may speak the language at home. They may be "word helpers" if they want to.

Lessons

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

Lesson	Title	Time	Core idea
1	Count with me	20 min	Numbers one to ten with fingers, a chant and claps
2	How many?	20 min	Counting real things; showing a number when it is named
3	Touch something red	20 min	Six colour words through a touching game
4	Be a frog!	20 min	Six animal words through pictures and actions
5	Game day	25 min	Mixed games; one-to-one check

Materials

- The filled-in word card (above), kept where the teacher can see it.
- Ten **dot cards** showing 1 to 10 dots (large dots: arranged like dice for 1 to 6; for 7 to 10, a full row of five with the rest in a row underneath).
- Counting objects: one class set of 10 matching objects (large blocks or toy animals, too big to swallow), and a basket.
- Six **colour cards**: a large patch of each colour, red, blue, yellow, green, black, white. Make the colours strong and clearly different.
- Six **animal picture cards**: cat, dog, bird, fish, frog, duck (drawn by the teacher or class is fine).

- A soft ball or beanbag (lesson 2). The term 1 puppet (optional; a soft toy or a silly voice works too).
- Optional: a fluent speaker's recording of the word-card words.

Access and inclusion

- **Speaking is optional.** Fingers, dot cards, pointing, signs and actions all count as answers. Never make a child speak in front of the class.
- **Movement is opt-in in form:** every animal action has a seated version, and "touch something red" can be done by pointing.
- **Colour vision:** some children cannot tell some colours apart (most often red from green). In lesson 3 and the check, if a child mixes up only those colours, do not record it as a language gap; note it privately and tell the class teacher. Never make a game of it.
- **Deaf or hard-of-hearing children:** keep your face visible and pair each word with its gesture or card while teaching; in checks, keep the child's usual access (as in term 1).
- **If the language is a sign language:** the signs are the words, so keep them in every activity and check. Number signs may not match finger counting; teach the language's own number signs. In checks, if a sign looks like its answer (a number sign shaped like a finger count, or an animal sign that copies the animal's action), ask the child to point to the dot card or picture card instead, so the word itself does not show the answer.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.
- **No "out" games.** Every game in this unit keeps everyone playing.
- **Noise:** quiet corner and ear defenders allowed, especially in lesson 4 and lesson 5.

Assessment

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

1. Counts along from **[one]** to **[ten]** with the teacher (says it, shows fingers or claps each number).
2. Shows the right number for three of four numbers said with no gesture: **[two]**, **[five]**, **[seven]**, **[ten]** (fingers, or pointing to the dot card).
3. Touches or points to four of six colour cards when named.
4. Points to four of six animal cards when named, or does the action.
5. Answers **[hello]** and **[goodbye]** (review from term 1).

Doing it in their own way (pointing instead of speaking, seated actions, the child's usual access) counts as **yes**. "Not yet" is normal for some children after two weeks; these words come back in daily routines and in term 3.

Sources

- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . The teacher gives commands in the new language and learners answer with actions; described as popular with beginners and young learners, with listening before speaking and low stress. Lessons 3 and 4 use this idea.
- Wikipedia, "Input hypothesis": https://en.wikipedia.org/wiki/Input_hypothesis . Describes Krashen's hypotheses, including that learners progress by understanding input slightly beyond their level, and the "affective filter" idea that fear or embarrassment gets in the

way. The article also reports criticism that the hypotheses are hard to test. This unit uses only the practical ideas (lots of understandable input in games, low stress, speaking not forced), not the stronger claims.
- Wikipedia, "Second-language acquisition": https://en.wikipedia.org/wiki/Second-language_acquisition . Background, as in term 1.
- No second-language standard or curriculum document was read for this unit.

Known gaps

- **No pronunciation help**, as in term 1. Use a fluent speaker's recording if needed.
- **Word choices are mine.** Six colours and six animals were chosen to be common and easy to show; the teacher may swap in local animals.
- **Animal sounds differ between languages** (a dog does not say "woof" everywhere), so this unit uses actions, not sounds. A teacher may add the language's own animal sounds.
- **Finger counting differs between communities**, and number signs in sign languages differ again.
- **No standard read.**
- Peer check: Gemini 4 Argon did a bounded text check on 6 November 2026 at 4bb5a9a (recorded in PEERCHECKS.md); fixes are in 29234ff, which Argon also diff-checked the same day.

Lesson 1: Count with me (20 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children hear (or see, in a sign language) and join in the numbers **[one]** to **[ten]**, with fingers and claps, and start a counting chant used every day this term.

Materials

- The word card. The puppet (optional).
- Dot cards 1 to 10.

Steps

✎ Opening (3 min)

Do the term 1 greeting chant. Then hold up one finger and say **[one]**. Hold up two and say **[two]**. Stop at **[five]**. Children copy the fingers; saying the words is optional.

✎ Main activity: fingers, claps and a chant (12 min)

1. **One to five (3 min).** Count up on fingers, slowly, three times. Then count up and clap once on each number.
2. **Six to ten (3 min).** Keep five fingers up on one hand and add fingers on the other hand: **[six]**, **[seven]**, **[eight]**, **[nine]**, **[ten]**. Count all the way from **[one]** to **[ten]** twice.
3. **The counting chant (3 min).** Count one to ten, then whisper it, then count it with big claps, then with tiny taps on knees. Same words, different ways. This is the daily chant from now on.
4. **Puppet's mistake (3 min).** The puppet counts and skips a number (**[one]**, **[two]**, **[four]**...). Children show "stop" (hand up flat, from term 1). The teacher counts it right together. Nobody is wrong; the puppet is silly. (No puppet? Use a soft toy, or the teacher puts on a silly voice and "makes the mistake".)

Talk about it (3 min)

Use the children's usual classroom language.

- "How did you know the puppet made a mistake?" (Answers vary: "it missed one", "it went too fast", "I counted on my fingers". All fine.)
- "Do you know how to count in another language?" (Invite, never require. Treat every language as interesting.)

✓ Closing check (2 min)

Hold up dot cards one at a time (no word first). The class says or shows the number. Then say a number and children show fingers: **[three]** (3 fingers), **[five]** (5), **[two]** (2). Watch who shows the right number without copying.

Vocabulary

[one] to **[ten]**.

Differentiation

- **Needs more support:** stay with one to five; let the child hold the dot card while the class counts.
- **Ready for more:** a child leads the chant; or counts backwards from **[five]**.

⚠ Safety

Clapping can be loud for some children; tiny taps on knees are always allowed.

Teacher notes

- Use the finger-counting way your children already know. If children show numbers differently from each other, all clear ways count.
- If the language is a sign language, teach its number signs instead of finger counting.

Lesson 2: How many? (20 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children connect the number words to real amounts: they count things with the teacher, and show a number when it is named.

Materials

- The word card; dot cards 1 to 10.
- One class set of 10 matching counting objects (large blocks or toy animals, too big to swallow) and a basket.
- A soft ball or beanbag.

Steps

✎ Opening (3 min)

Greeting chant, then the counting chant from lesson 1.

✎ Main activity: count it, show it (12 min)

1. **[How many?] (4 min).** Put some blocks in a line where everyone can see. Say **[How many?]** with the gesture. Touch each block and count aloud together. Say the last number again (for four blocks: "**[four]**!"). Do this with 4, 6, 8 and 10 blocks.
2. **[Show me] fingers (4 min).** Say **[Show me] [two]**. Children show two fingers. Use 1 to 5 first, then 6 to 10. Say each number with the dot card the first time, then with no card.
3. **Pass the ball (4 min).** Children sit in a circle. The teacher says a number and rolls the ball to a child. That child shows the number on fingers (or points to the dot card), then rolls the ball back. Every child gets a turn; a child can say "pass" and the teacher shows the number with them.

Talk about it (3 min)

Use the children's usual classroom language.

- "When we counted the blocks, which number told us how many?" (The last one we said.)
- "Was it easier with the dot card or without?" (Answers vary.)

✓ Closing check (2 min)

Put 5 blocks in a line and ask **[How many?]**. Count together. (Answer: **[five]**.) Then, with no gesture or card, say **[seven]**, then **[four]**. Watch who shows 7 fingers and 4 fingers without copying.

Vocabulary

[How many?], **[Show me]**, and **[one]** to **[ten]**.

Differentiation

- **Needs more support:** use only 1 to 5; the child points to the dot card instead of showing fingers.
- **Ready for more:** a child asks **[How many?]** and the class counts.

⚠ Safety

Use a soft ball and roll it, not throw it.

Teacher notes

- This is not a counting lesson in mathematics; children already count in the school language. Here the amounts are a way to make the new words mean something.
- In some languages, **[How many?]** changes with the thing being counted. Use the form for the objects you are counting, as a fluent speaker would.

Lesson 3: Touch something red (20 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children learn six colour words by touching and pointing: **[red]**, **[blue]**, **[yellow]**, **[green]**, **[black]**, **[white]**.

Materials

- The word card; the six colour cards.
- A classroom with things of these colours in easy reach (check before the lesson that every colour can be found at child height).

Steps

✎ Opening (3 min)

Greeting chant and counting chant. Then hold up the **[red]** card and say **[red]**. Do the same with **[blue]** and **[yellow]**.

✎ Main activity: colour cards and a touching game (12 min)

1. **Three, then six (3 min).** Lay the red, blue and yellow cards on the floor. Say a colour; children point to the card. Add green, black and white, one at a time.
2. **[Touch] something [red] (6 min).** This uses the "total physical response" idea from term 1. Say **[touch]** with the gesture, then a colour. Children walk to something of that colour and touch it with one finger, then come back. Model it first yourself. Use each colour at least once. Children who prefer to stay seated point to something instead.
3. **Colour cards in the circle (3 min).** Hand out the six cards to six children. Say a colour; the child holding it stands up and waves it (or holds it high while seated). Pass the cards on and play again.

Talk about it (3 min)

Use the children's usual classroom language.

- "What colour was easiest to find in our room? Which was hard?" (Answers vary.)
- "Are some things more than one colour?" (Yes. Any colour on the thing counts in the game.)

✓ Closing check (2 min)

Lay out all six colour cards. Say **[green]**, **[white]**, **[blue]**, with no pointing. Watch who points to the right card without copying. (Answers: the green card, the white card, the blue card.)

Vocabulary

[touch], **[red]**, **[blue]**, **[yellow]**, **[green]**, **[black]**, **[white]**.

Differentiation

- **Needs more support:** use three colours only; stand the child next to the cards.
- **Ready for more:** a child calls the colour for the touching game.

⚠ Safety

In the touching game, children walk, not run. Agree beforehand what is not to be touched (people, the door, plugs and anything hot or breakable). Children touch things, not each other's clothes, unless both children want to.

Teacher notes

- **Colour vision:** if a child mixes up only red and green (or other close pairs), do not correct it as a language mistake; note it privately and tell the class teacher.
- Colour words do not always match between languages (some languages use one word for green and blue, or have two words for different blues). If yours does, use the language's own words and adjust the cards.

Lesson 4: Be a frog! (20 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children learn six animal words by matching each one to a picture and an action: **[cat]**, **[dog]**, **[bird]**, **[fish]**, **[frog]**, **[duck]**.

Materials

- The word card; the six animal picture cards.
- Clear floor space.

Steps

✎ Opening (3 min)

Greeting chant and counting chant. Then show the **[cat]** card, say **[cat]**, and lick a paw. Children copy the action.

✎ Main activity: pictures and actions (12 min)

1. **Meet the animals (4 min).** Show each card in turn, say the word and do the action (see the word card). Children copy. Go through all six twice.
2. **Be a ___! (5 min).** Say an animal word with no card. Children do the action. Start slowly with the card, then with no card. Seated versions are always fine: flap arms for **[bird]**, bounce hands on knees for **[frog]**, a beak hand for **[duck]**.
3. **Which card? (3 min).** Lay the six cards in a row. A child does an animal action; the class points to the matching card, and the teacher says the word. Volunteers only.

Talk about it (3 min)

Use the children's usual classroom language.

- "Which animal was the most fun to be? Why?" (Answers vary.)
- "Does a dog say the same thing in every language?" (No. People write and say animal sounds differently in different languages. Invite children to share how animals "talk" in their home languages.)

✓ Closing check (2 min)

Lay out the six cards. Say **[fish]**, **[duck]**, **[dog]**, with no action. Watch who points to the right card without copying. (Answers: fish card, duck card, dog card.)

Vocabulary

[cat], **[dog]**, **[bird]**, **[fish]**, **[frog]**, **[duck]**.

Differentiation

- **Needs more support:** use three animals; the child holds a card and raises it when they hear its word.
- **Ready for more:** a child calls the animal words; or try two in a row ("**[cat]**... **[frog]**!").

⚠ Safety

Frog hops need space: spread out, and children land on their feet (or do the seated version). No hopping on chairs. Duck waddles are slow.

Teacher notes

- Some children are afraid of some animals, even pictures. They can choose a different animal or just watch.
- Swap in local animals if they are more familiar, and update the word card.

Lesson 5: Game day (25 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children use the numbers, colours and animal words together in games, and the teacher checks each child one-to-one over the week.

Materials

- The word card; dot cards 1 to 10; the six colour cards; the six animal cards.
- The class set of 10 counting objects and a basket.
- A record sheet (child's name, five parts, yes / with help / not yet).

Steps

✎ Opening (3 min)

Greeting chant and counting chant.

✎ Main activity: three games (15 min)

1. **Animal count (5 min).** Say an animal and a number, for example "**[frog]**... **[three]**". Children do the frog action three times while everyone counts. Use numbers up to five. (Two separate words, so no grammar is needed.)
2. **Colour corners (5 min).** Put four colour cards in four places in the room. Say a colour; children walk to that card. Nobody is out; the teacher walks with anyone who is unsure. Children who prefer to stay seated point.
3. **Mystery basket (5 min).** Put some counting objects in the basket where children can't see. A volunteer takes them out one at a time while the class counts. Ask **[How many?]**: the class says or shows the last number.

Talk about it (5 min)

Use the children's usual classroom language.

- "Which game did you like best?" (Answers vary.)
- "Show me a new word you know now." (Children say, sign or act any word. All count.)

Closing (2 min)

Goodbye chant from term 1.

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

Do this with each child alone or in pairs, while others play. Say each word **with no gesture**. Record **yes**, **with help** or **not yet**.

Part	Teacher says	A "yes" looks like
1	Counts **[one]** to **[ten]** with the child	Child joins in: says the numbers, shows fingers or claps each one
2	**[two]**, **[five]**, **[seven]**, **[ten]**	Shows that many fingers (any clear way) or points to the matching dot card, for three of four
3	Six colours, one at a time, cards laid out	Points to or touches the right card for four of six
4	Six animals, one at a time, cards laid out	Points to the right card, or does the action, for four of six
5	**[hello]**, then later **[goodbye]**	Says it back, waves or signs

Doing it in the child's own way (pointing instead of speaking, seated actions, the child's usual access) counts as **yes**. "With help" means the teacher gave the gesture or showed the card first.

Vocabulary

All words from lessons 1 to 4.

Differentiation

- **Needs more support:** in the games, pair the child with a friend; in the check, start with the parts the child finds easiest.
- **Ready for more:** a child calls the colour in colour corners, or asks **[How many?]** in the mystery basket.

⚠ Safety

Colour corners: walking only, and corners well apart from doors and furniture edges. Animal count: frog hops in a clear space, or seated.

Teacher notes

- **Colour vision:** if a child mixes up only red and green (or similar pairs) in part 3, do not record it as "not yet" for language; note it privately and tell the class teacher.
- "Not yet" after two weeks is normal. Numbers and colours come back every day if you use them in routines (counting children at the line, naming colours of coats).