Second language, grade K

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

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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.

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).

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.