



Unit overview

Vocabulary

table, chair, book, sticker, crayon, pencil

Vocabulary PLUS

door, window, bin, peg

Sound

/b/

Concepts

happy, sad, surprised

Value

Classroom behaviour

Key structure

Have you got a (chair)?
Yes, I have.

In this unit, Dex discovers the classroom with his friends Charlie and Meg. He helps to make sure the children in the class have the classroom items they need. Dex likes helping!

Pupils learn about different feelings: *happy*, *sad* and *surprised*, and practise the sound *b*. They sing the nursery rhyme *If You're Happy, Happy, Happy* and they learn about good classroom behaviour.

Pupils practise vocabulary items for classroom objects, with speaking practice during Dex's role play, when more-able pupils also have the opportunity to produce the structure *Have you got a ...?*.

At the end of the unit, pupils review what they have learnt and assess their own progress.

Story

Have You Got A Sticker?

Storycard 1

Narrator: Meg, Charlie and Dex are in the classroom.

Teacher: Hello, Meg! Hello, Charlie!
Hello, Dex!

Meg, Charlie

& Dex: Hello!

Teacher: Dex, please help me today.

Dex: Yes, OK! I'm happy!

Storycard 2

Teacher: It's table time!

Dex: Have you got a chair?

Children: Yes, I have!

Dex: Have you got a chair?

Meg: No, I haven't.

Dex: Don't be sad. I can help you. Here!

Meg: Thank you!

Storycard 3

Teacher: Look in your book.

Dex: Have you got a book?

Children: Yes, I have!

Dex: Have you got a book?

Girl: No, I haven't.

Dex: Don't be sad. I can help you. Here!

Girl: Thank you!

Storycard 4

Teacher: Draw a tree.

Dex: Have you got a pencil?

Children: Yes, I have!

Dex: Have you got a pencil?

Charlie: No, I haven't.

Dex: Don't be sad. I can help you. Here!

Charlie: Thank you!

Storycard 5

Teacher: Colour the tree.

Dex: Have you got a crayon?

Children: Yes, I have!

Dex: Have you got a crayon?

Boy: No, I haven't.

Dex: Don't be sad. I can help you. Here!

Boy: Thank you!

Storycard 6

Teacher: Make a sun. Put a yellow sticker in the book.

Dex: Have you got a yellow sticker?

Children: Yes, I have!

Dex: Have you got a yellow sticker?

Boy: No, I haven't.

Dex: Don't be sad. I can help you. Here ... Oh, no! Where's the yellow sticker?

Boy: There!

Dex: Where?

Boy: On your tail!

Songs

Vocabulary song



My Classroom

Hello, hello, hello!
Welcome to my classroom!
Hello, hello, hello!
Welcome to my school!

Can you see a table? (Yes I can!)
Can you see a chair? (Yes I can!)
Can you see a pencil? (Yes I can!)

Chorus

Can you see a crayon? (Yes I can!)
Can you see a book? (Yes I can!)
Can you see a sticker? (Yes I can!)

Chorus

Concepts song



How Are You Today?

Hello, how are you?
Hello, how are you?
How are you today?

I'm sad! Boo hoo!
I'm sad today.

Chorus

I'm happy! Ha ha ha ha ha!
I'm happy! Ha ha ha ha ha!
I'm happy today!

Chorus

I'm surprised!
I'm surprised!
I'm surprised today!

Nursery rhyme



If You're Happy, Happy, Happy

If you're happy, happy, happy, clap your hands (x2)
If you're happy, happy, happy, if you're happy, happy, happy
If you're happy, happy, happy, clap your hands.

If you're happy, happy, happy, wave your arms (x2)
If you're happy, happy, happy, if you're happy, happy, happy
If you're happy, happy, happy, wave your arms.

If you're happy, happy, happy, turn around (x2)
If you're happy, happy, happy, if you're happy, happy, happy
If you're happy, happy, happy, turn around.

If you're happy, happy, happy, say 'Hooray!' (x2)
If you're happy, happy, happy, if you're happy, happy, happy
If you're happy, happy, happy, say 'Hooray!'

Buddy's Beats rap: /b/



Hey! Listen up! 1, 2, 3
It's Buddy's Beats! Say with me
Hey, Buddy! /b/, /b/, /b/
What's the sound? /b/ brown!

1, 2, 3 1, 2, 3
Say with me Say with me
/b/, /b/, /b/ /b/, /b/, /b/
/b/ Buddy! /b/ book!

1, 2, 3
Say with me
/b/, /b/, /b/
/b/ blue!

Vocabulary PLUS song



My Classroom PLUS

Hello, hello, hello!
Welcome to my classroom!
Hello, hello, hello!
Welcome to my school! (x2)

Can you see a table?
(Yes I can!)
Can you see a chair?
(Yes I can!)

Chorus

Can you see a pencil?
(Yes I can!)
Can you see a crayon?
(Yes I can!)

Chorus

Can you see a book?
(Yes I can!)
Can you see a sticker?
(Yes I can!)

What can you see?
Come with me!

Point to the window!
Where? Over there!

Point to the door!
Where? Over there!

Point to the peg!
Where? Over there!

Point to the bin!
Where? Over there!

Chorus

1: Vocabulary lesson

Language focus

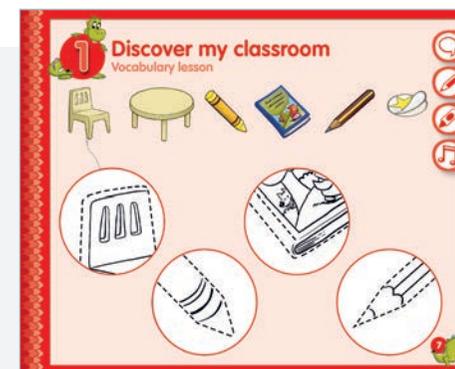
book, chair, crayon, pencil, sticker, table

Aims

- To identify and respond to classroom vocabulary.
- To listen to and join in with songs.

Materials

- Puppet
- Wallhanging
- Flashcards: *book, chair, crayon, pencil, sticker, table; numbers; colours*
- Class CD1
- Pupil's Book worksheet [PB p7](#)
- Digital resources – see below



At a glance



Class audio

New

My Classroom song CD1 track 16 TB p9

Dex's Dino Stomp CD1 track 15 TB p2

Remember

Numbers song CD1 track 13 TB p3

Extra activities

Jump, Jump! game [TB p207](#)

Children jump, stop, and do the action for a word.

Copy My Voice game [TB p207](#)

Children repeat the word or phrase you say, copying your voice.

Copy Me! game [TB p206](#)

Children copy the actions you do and call out the word.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

Go to the TPK to see the Vocabulary Tool, play Dex's Dino Stomp, sing the song and present the worksheet.

Pupil's Digital Kit (PDK)

Encourage pupils to go to the PDK to sing the songs, and do interactive activities.

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

» Dex's Word of the Day TB pxxii

2 Remember time

Numbers and colours

» Numbers song  CD1 track 13 TB p3

- Put the number flashcards around the classroom.
- Children sing the song and point to the flashcards.

Yes/No game TB p207

- Dex holds up a colour flashcard. The children help you to guess the colour by answering your questions: *Is it (red)?*

3 Focus time

Classroom objects

» Discover With Me  CD1 track 3 TB p2

- Put the classroom flashcards in the wallhanging, facing inwards.
- Dex points excitedly at the wallhanging. The children say the Discover With Me chant and do the actions.
- Dex removes and holds up a flashcard for the children to see. Say *Wow! What is it?* Say *(Table). It's (a table).* Repeat and demonstrate the action for the word. The children do the action and say the word. Repeat with all the flashcards.
- Practise the words for classroom objects using the echo technique. Hold up a flashcard. Say *Look, it's a (book), (book), (book), (book).* Go from loud to quiet. Get the children to repeat the echo with you for each word as Dex shows the flashcard.

Suggested actions:

book: Hold palms together and open them like a book.
chair: Hold arms to your side, with forearm from elbow sticking out like the arms of a chair.

crayon: Pretend to colour.

pencil: Pretend to write.

sticker: Pretend to stick something on a page.

table: Hold palm of hand facing down, like a table top.

Tip

» Dex's Dino Stomp  CD1 track 15 TB p2

- Put the classroom object flashcards around the classroom.
- Say *Let's do Dex's Dino Stomp! Look!* Play the song and demonstrate the actions. Say *Sing and dance.* The children sing and do the actions. Say *Again!* Repeat.

» Which Colour? game TB p209

- Put the classroom flashcards into the wallhanging, facing outwards.
- Point at the (book) flashcard in the (blue) pocket. Say *The (book) is in the (blue) pocket.* Emphasize (blue).
- Ask *Where's the (chair), Dex?* Dex looks confused. Say *It's in the (red) pocket!*
- Repeat with the other flashcards. Ask children to help Dex by calling out the colours.

» My Classroom song  CD1 track 16 TB p9

- Put the classroom flashcards around the room. Say *Let's listen to a song.* Play the song and point to the flashcards.
- Repeat the words of the song and demonstrate the actions.
- Play the song again. The children do the actions.
- Play the song a third time. The children sing and do the actions.

The karaoke version of My Classroom song is

 CD1 track 17

Tip

» Stop! game TB p206

- Say *Let's play Stop! Stand up!* Say *(Book!) or It's a (book)!* The children do the action for (book).
- The children repeat the action for a (book) until you say *Stop!* Dex praises the children who stay completely still.

4 Table time

» Pupil's Book worksheet presentation PB p7

- Present the worksheet. Point to the classroom objects. Ask *What is it?* Elicit the correct responses.
- Say *Trace and colour the (chair).* Demonstrate, using your finger to follow the tracing lines.
- Repeat with all the magnified classroom objects.
- Say *There are two (chairs). Where is the other (chair)?* Point to the magnified picture of a chair. Say *Match.* Demonstrate, using your finger to draw a matching line from the object to the magnified picture.
- Ask *What's missing?* Point to and say *Table* and *Sticker.* Say *Circle.* Demonstrate, using your finger to circle the table and sticker.

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB p7

- Hand out the worksheets. Say *Trace, match, colour and circle.* Circulate, check and provide feedback. Ask questions to encourage one-to-one communication, *What is it? Is it a (book)?*
- Pupils can complete the personalisation activity on the back of the worksheet. Say *Draw and colour your classroom!*

» My Classroom song  CD1 track 16 TB p9

- Play My Classroom and point to the objects on the worksheet, to reinforce understanding.

» Tidy Up chant  CD1 track 7 TB p3

Fold Your Arms chant  CD1 track 8 TB p2

5 Closing time

» Closing routine TB pxxii

» Remember Dex's Word TB pxxii

» Reflection TB pxxix

» Bye-bye song  CD1 track 2 TB p3

2: Story lesson



Language focus

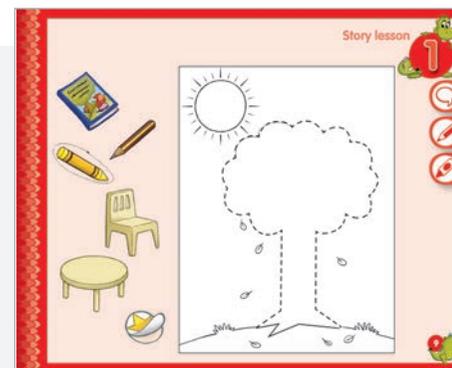
book, chair, crayon, pencil, sticker, table

Aims

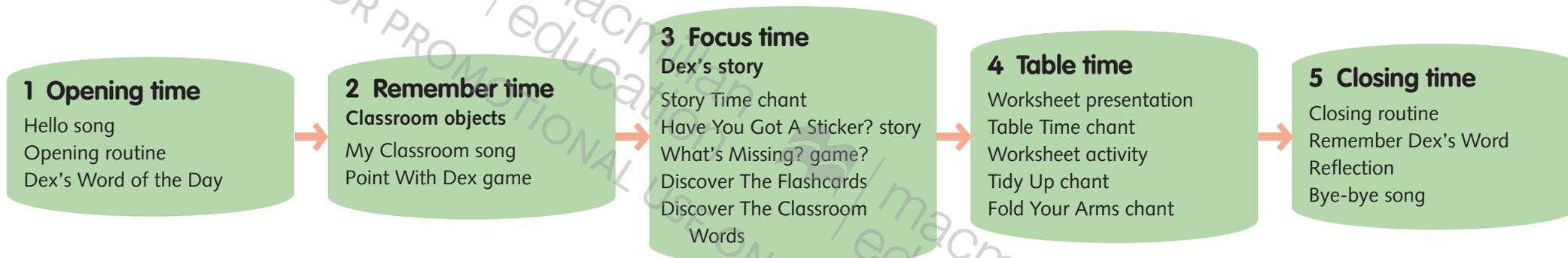
- To gain confidence in using classroom vocabulary in context.
- To listen and respond to a story.

Materials

- Puppet
- Wallhanging
- Flashcards: book, chair, crayon, pencil, sticker, table
- Class CD1
- Unit 1 storycards
- Pupil's Book worksheet PB p9
- Digital resources – see below



At a glance



Class audio

New

Have You Got A Sticker? story CD1 track 18 TB p8

Remember

My Classroom song CD1 track 16 TB p9



Extra activities

Stamp, Stomp! game TB p206

Children walk in a circle whilst you say *Stamp, stomp, stamp, stomp! ... Have you got a (chair)?* They stop, repeat and do the action. Repeat with all the classroom words.

Dex Whispers game TB p211

Whisper a classroom word around the class. At the end, is it the same?



Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

Go to the TPK to use the Story Tool and present the worksheet.

Pupil's Digital Kit (PDK)

Encourage pupils to go to the PDK to sing the songs, and do interactive activities.

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

» Dex's Word of the Day TB pxxii

2 Remember time

Classroom objects

» My Classroom song  CD1 track 16 TB p9

- Put the classroom flashcards around the room.
- Play the song. Encourage the children to sing and do the actions or point to the flashcards.

» Point With Dex game TB p206

- Put the classroom flashcards around the classroom.
- Dex and the children point to the flashcards you say. Repeat with all the flashcards.

3 Focus time

Dex's story

» Story Time chant  CD1 track 4 TB p2

- Say the Story Time chant to introduce story time.
- Whisper *Dex has got a surprise. It's story time. Let's listen to Dex's story.*

» Have You Got A Sticker? story  CD1 track 18 TB p8

- Read or play Have You Got A Sticker?, one storycard at a time. Ask questions to aid understanding and discuss talking points. Use the prompts on the reverse of the storycards and ask your own questions.
- Read or play the story again. The children join in and say the classroom object words. Help them by pausing in appropriate places. If there is time, repeat the story again.

» What's Missing? game TB p209

- Put the classroom vocabulary flashcards in the wallhanging, facing outwards.
- Secretly remove one of the flashcards. The children help Dex to identify the missing flashcard.

» Discover The Flashcards TB p208

- Hide the classroom flashcards in various places around the classroom.
- Dex looks around, looking worried and sad. Say *Dex can't find the flashcards. Let's help Dex to discover the flashcards!*
- Put your hand above your eyes, and look around. Say *Look! I see it! It's a (book).* Pick up the (book) flashcard and give it to Dex. Dex wriggles around happily.
- Ask the children to put their hands above their eyes and to look for a flashcard. When they see one, ask *What is it?* Elicit the word, and get the children to repeat and do the action for the word.
- Invite a volunteer to give the flashcard to Dex. Dex nods his head happily and says: *Thank you!*
- Repeat with all the flashcards.

» Discover The Classroom Words TB p210

- Put the classroom flashcards in the wallhanging, facing inwards.
- Count the flashcards with the children, and confirm there are six.
- Say *Let's discover the classroom words! What can we look for?* Elicit a classroom object, for example *Chair*. Ask *Is it in the (red) pocket?*
- Turn the flashcard in the (red) pocket around. Ask *Is it (chair)?* If it is, cheer and say *Yes! We discovered chair!* If it isn't, say *Oh dear, it isn't chair!* and put it back, facing inwards. Continue until you find (chair).
- Repeat for other classroom vocabulary.

4 Table time

» Pupil's Book worksheet presentation PB p9

- Present the worksheet. Point to the (book). Ask *What is it?* Elicit the response (Book.) Repeat with all the classroom objects.
- Say *What do you need to complete the picture? Circle.* Demonstrate, using your finger to circle the pencil and crayon.
- Point to the tree. Ask *What is it?* Say *Tree. Trace the tree.* Demonstrate, using your finger to follow the tracing lines.
- Say *Use the crayons. Colour the tree.* Demonstrate.
- Point to the sun. Ask *What is it?* Say *Sun. It's the sun.* Say *Use a yellow crayon. Colour the sun.* Demonstrate.

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB p9

- Hand out the worksheets. Say *Circle, trace and colour.* Circulate, check and provide feedback. Ask questions to encourage one-to-one communication *What is it? Is it a (sun)? What colour is it?*

» Tidy Up chant  CD1 track 7 TB p2

» Fold Your Arms chant  CD1 track 8 TB p2

5 Closing time

» Closing routine TB pxxii

» Remember Dex's Word TB pxxii

» Reflection TB pxxix

» Bye-bye song  CD1 track 2 TB p3

3: Concepts lesson



Language focus

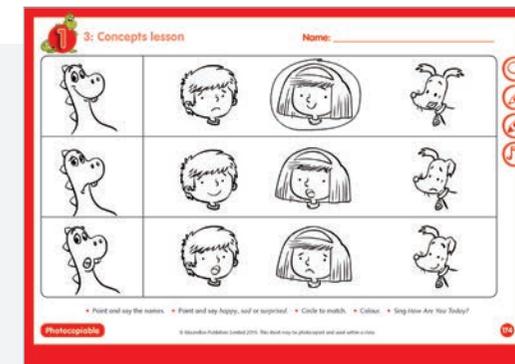
happy, sad, surprised

Aims

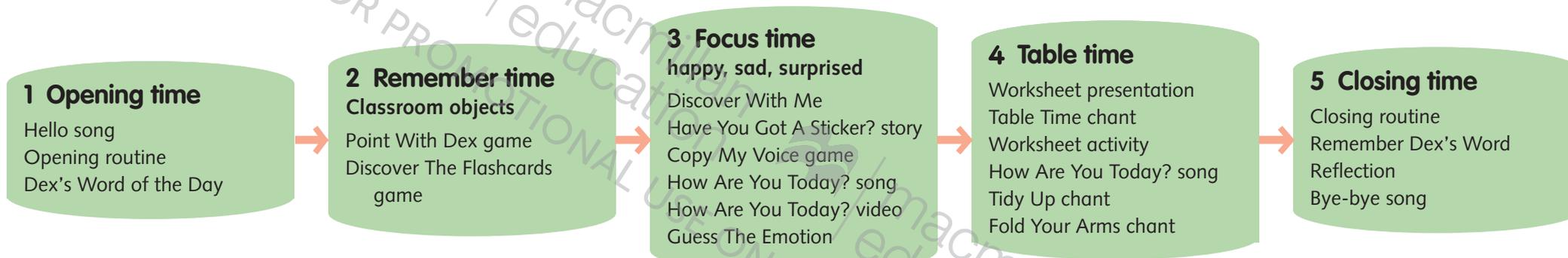
- To identify and respond to the concepts *happy, sad* and *surprised*.

Materials

- Puppet and Wallhanging
- Flashcards: *happy, sad, surprised, book, chair, crayon, pencil, sticker, table*
- Class CD1
- Unit 1 storycards
- Photocopiable worksheet TB p174
- Digital resources – see below



At a glance



Class audio

New

How Are You Today? song CD1 track 19 TB p9

Remember

Have You Got A Sticker? story CD1 track 18 TB p8

Extra activities

How Are You Today? song CD1 track 19 TB p9

Create three groups and allocate a feeling to each group: *happy, sad* or *surprised*. In the groups, the children sing and do the actions for their feeling.

Dex Says game TB p206

Children do the action for the concept you say, but only if you precede it with *Dex says ...*

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

Go to the TPK to sing the song and watch the video, present the worksheet, and do an interactive activity.

Pupil's Digital Kit (PDK)

Encourage pupils to go to the PDK to sing the songs, and do interactive activities.

Detailed lesson plan

» Fast track

1 Opening time

- » Hello song  CD1 track 1 TB p3
- » Opening routine TB pxxi
- » Dex's Word of the Day TB pxxii

2 Remember time

Classroom objects

- » Point With Dex game TB p206
 - Elicit the classroom objects using the flashcards or real objects in the classroom.
 - Put the flashcards around the room. Say *Point to (chair)*. Children point to the correct flashcard or object. Repeat with all the classroom objects.

Discover The Flashcards game TB p208

- Put the classroom flashcards around the classroom. The children look for a flashcard to give to Dex. They say and do the action for the word. Repeat with all the flashcards.

3 Focus time

happy, sad, surprised

- » Discover With Me  CD1 track 3 TB p2
 - Put the concept flashcards in the wallhanging, facing inwards.
 - Dex points excitedly at the wallhanging. The children say the Discover With Me chant and do the actions.
 - Dex removes and holds up a flashcard for the children to see. Say *Wow! What is it?* Say *(Happy). It's (happy)*. Repeat and show the expression for the emotion. The children copy the expression and say the word. Repeat with all the concepts.
 - Practise the words for the concepts using the echo technique. Hold up a flashcard. Say *Look, it's (happy), (happy), (happy), (happy)*. Go from loud to quiet.
 - Get the children to repeat the echo with you for each word as Dex shows the flashcard.

Suggested actions:

- happy:** Hold up both hands and smile from ear to ear.
- sad:** Turn mouth downwards and rub away a tear.
- surprised:** Hold up hands. Open eyes and mouth wide.

Tip

» Have You Got A Sticker? story CD1 track 18 TB p8

- Retell the whole story. Emphasise the emotions as you read.
- Show storycard (2) to the children. Ask *How does (he) feel? Is (he) sad?* Elicit the responses *Yes. He/She is (sad) or No. He/She is (happy)*. Repeat with storycards 3–5.

Copy My Voice game TB p207

- Say the emotion words using a different tone or quality of voice. Express each emotion with your voice.
- The children repeat the word, copying your voice.
- Dex praises and encourages the children. Dex says *Well done! Excellent! Good effort! Keep on! Try again!*
- Repeat with all the vocabulary items and with different volunteers.

» How Are You Today? song CD1 track 19 TB p9

- Put the concept flashcards around the classroom. Say *Let's listen to a song*. Play the song and point to the flashcards.
- Repeat the words of the song and demonstrate the actions.
- Play the song again. The children do the actions.
- Play the song a third time. The children sing and do the actions.

The karaoke version of How Are You Today? is

 CD1 track 20

Tip

How Are You Today? video

- Watch the video of the How Are You Today? song.
- Join in with the song and copy the actions.

Guess The Emotion game TB p209

- A volunteer does the action for (*happy*). Ask the class *What is it?* The children guess the word.
- Repeat with other volunteers, and for *sad* and *surprised*.

4 Table time

» Photocopiable worksheet presentation TB p174

- Present the worksheet. Point to the characters. Ask *Who is it?* Elicit the names (*Dex*)! Point to Dex on the first line. Ask *How does Dex feel?* Elicit the response (*Happy*)! Repeat with Dex on the other lines.
- Point to the top line. Say *Who is happy?* Say *Dex is (happy). (Meg) is (happy). Match and circle*. Demonstrate, using your finger to circle Dex and (Meg). Repeat with all the lines.
- Say *Colour (happy)*. Choose one colour and demonstrate colouring all the happy characters in one colour. Repeat with all the emotions.

» Table Time chant CD1 track 5 TB p2

» Photocopiable worksheet activity TB p174

- Hand out the worksheets. Say *Match, circle and colour*. Circulate, check and provide feedback. Ask questions to encourage one-to-one communication, *Who is it? How does (Dex) feel?*

» How Are You Today? song CD1 track 19 TB p9

- Sing How Are You Today? and point to the different feelings on the top line of the worksheet, to reinforce understanding.

» Tidy Up chant CD1 track 7 TB p2

Fold Your Arms chant CD1 track 8 TB p2

5 Closing time

» Closing routine TB pxxii

» Remember Dex's Word TB pxxii

» Reflection TB pxxix

» Bye-bye song CD1 track 2 TB p3

4: Buddy's sounds lesson



Language focus

book, blue, brown, Buddy, /b/

Aims

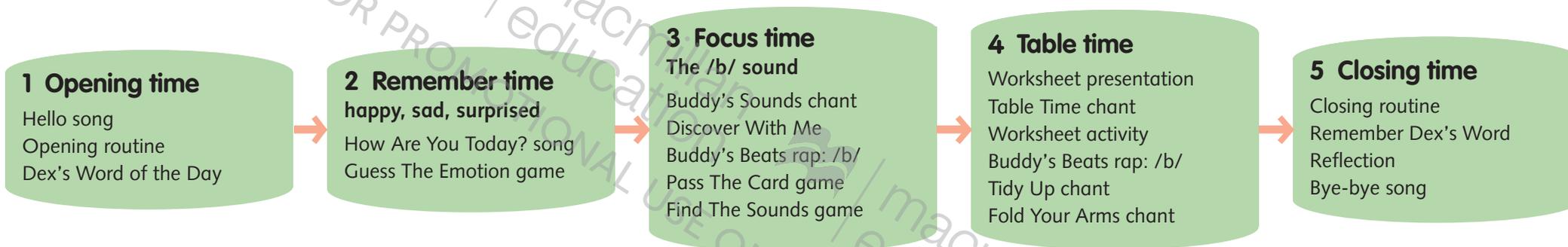
- To identify and recognise the /b/ sound.
- To join in with Buddy's Beats rap.

Materials

- Puppet and Wallhanging
- Flashcards: *grapheme /b/, blue, brown, book, Buddy, happy, sad, surprised*; classroom objects, emotions
- Class CD1
- Photocopiable worksheet [TB p175](#)
- Digital resources – see below



At a glance



Class audio

New

Buddy's Beats rap: /b/ CD1 track 21 TB p9

Remember

How Are You Today? song CD1 track 19 TB p9



Extra activities

Buddy's Beats Names rap CD1 track 11

Use the gapped Buddy's Beats rap, using children's names from the class beginning with /b/.

Dex Whispers game [TB p211](#)

Whisper a /b/ word around the class to see if it changes.



Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

Go to the TPK to watch the video, play Buddy's Beats, present the worksheet, and do an interactive activity.

Pupil's Digital Kit (PDK)

Encourage pupils to go to the PDK to sing the songs, and do interactive activities.

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

» Dex's Word of the Day TB pxxii

2 Remember time

happy, sad, surprised

» How Are You Today? song  CD1 track 19 TB p9

- Play the song. The children sing and do the actions. Divide the children into three groups: *happy*, *sad* and *surprised*. The groups sing and do the actions for their feeling.

» Guess the Emotion game TB p209

- Invite a volunteer to come to the front of the class. Show the volunteer a concept flashcard. The volunteer does the action for the concept. Ask the rest of the class *What is it?* The children guess the concept, for example *It's sad*. Praise the volunteer. Repeat with other volunteers and concepts.

3 Focus time

The /b/ sound

» Buddy's Sounds chant  CD1 track 6 TB p2

- Print the downloadable grapheme /b/ flashcard. Put it in the wallhanging, facing outwards. Alternatively, write 'b' on the board.
- Point to the grapheme. Play the Buddy's Sounds chant. Say *Today, Buddy can hear some /b/ sounds*. The children repeat /b/ several times.

» Discover With Me  CD1 track 3 TB p2

- Put the /b/ word flashcards (*Buddy, book, brown* and *blue*) in the wallhanging, facing inwards.
- Dex points excitedly at the wallhanging. The children say the Discover With Me chant and do the actions.
- Dex removes and holds up a flashcard for the children to see. Say *Wow! What is it?* Say (*Blue. It's (blue)*). Repeat and point to the (blue) flashcard. The children point to the flashcard and say the word. Replace in the wallhanging, facing outwards.
- Repeat with all the /b/ words.

» Buddy's Beats rap: /b/  CD1 track 21 TB p9

- Put the /b/ word flashcards around the classroom.
- Play or say Buddy's Beats rap: /b/. The children listen for the /b/ sounds and point to the flashcards.
- Play or say the rap again and demonstrate the actions. The children join in with the rap and do the actions.

» Pass The Card game TB p210

- Put the /b/ word flashcards in the wallhanging, facing inwards.
- Select and hold up a card, showing the back only.
- Say *Pass the card!* The children pass the card around the class, without looking at the picture.
- Say *Stop!* The child holding the flashcard does the action for the word. The class say the word and copy the action. Repeat with all the flashcards.

» Find The Sounds game TB p210

- Put six flashcards in the wallhanging, facing inwards. Include a mix of /b/ words and other unit words (classroom objects or emotions).
- Invite a volunteer to hold Dex at the front of the class. Say to the class *Choose a colour!* The class suggest a colour: (*Blue!*) The volunteer uses Dex to take the flashcard out of the (blue) pocket and shows the class. The class say the word. Ask *Is it a /b/ word?* Elicit the correct response.
- If the word starts with /b/ the children get a point. If it doesn't, Dex gets a point. Go through all the flashcards to decide who the winner is, the children or Dex!

4 Table time

» Photocopiable worksheet presentation TB p175

- Present the worksheet. Point to the letter b. Say /b/. The children repeat /b/ several times. Say *Trace the /b/*. Demonstrate, using your finger to follow the tracing lines.
- Point to the book. Ask *What is it?* Elicit the response *Book*. Repeat with the other items. For each item, ask *Is it a /b/ sound?* Say (/b/. *Book*.) Encourage the children to say *Yes* or *No*.
- Explain to the children that they will use a crayon to colour the /b/ words. Say *Use a crayon. Colour the /b/ words*. Demonstrate.

» Table Time chant  CD1 track 5 TB p2

» Photocopiable worksheet activity TB p175

- Hand out the worksheets. Say *Trace, think and colour*. Circulate, check and provide feedback. Ask questions to encourage one-to-one communication *What is it? Is it a /b/ sound? What colour is it?*

» Buddy's Beats rap: /b/  CD1 track 21 TB p9

- Play Buddy's Beats rap: /b/ and point to the /b/ words on the worksheet, to reinforce understanding.

» Tidy Up chant  CD1 track 7 TB p2

» Fold Your Arms chant  CD1 track 8 TB p2

5 Closing time

» Closing routine TB pxxii

» Remember Dex's Word TB pxxii

» Reflection TB pxxix

» Bye-bye song  CD1 track 2 TB p3

5: Dex's values lesson



Language focus

hands up, listen carefully, tidy up

Aims

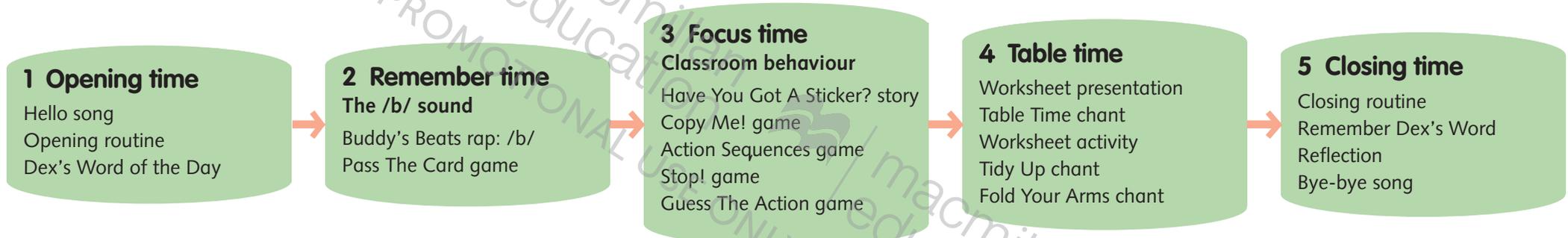
- To identify and respond to expressions related to classroom behaviour.
- To understand good classroom behaviour.

Materials

- Puppet
- Wallhanging
- Flashcards: *grapheme /b/, blue, brown, book, Buddy, sad, happy*
- Class CD1
- Unit 1 storycards
- Pupil's Book worksheet [PB p11](#)
- Digital resources – see below



At a glance



Class audio

Remember

Buddy's Beats rap: /b/ CD1 track 21 TB p9

Have You Got A Sticker? story CD1 track 18 TB p8

Extra activities

Copy My Voice game [TB p207](#)

Children repeat the value phrase you say (*tidy up, listen carefully and hands up*), copying your voice.

Jump, Jump! game [TB p207](#)

Children jump, stop, and do the action for a value phrase.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

Go to the TPK to present the worksheet.

Pupil's Digital Kit (PDK)

Encourage pupils to go to the PDK to sing the songs, and do interactive activities.

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

» Dex's Word of the Day TB pxxii

2 Remember time

The /b/ sound

» Buddy's Beats rap: /b/  CD1 track 21 TB p9

- The children do the rap and the actions.

Pass The Card game TB p210

- The children pass a /b/ word flashcard around the class, without looking at the picture. When you say *Stop!*, the child with the flashcard does the action and the class say the word. Repeat with all the /b/ word flashcards.

3 Focus time

Classroom behaviour

» Have You Got A Sticker? story  CD1 track 18 TB p8

- Retell the whole story.
- Use the Have You Got A Sticker? storycards 1, 3 and 6 to introduce the lesson value *classroom behaviour*.
- Show the children storycard 1. Point to Charlie and Meg. They have their hands up. Say *Hands up* and do the action. The children repeat *Hands up* and do the action several times.

Suggested action:

hands up: Put hand up above head.

Tip

- Show the children storycard 3. Explain that the teacher gives an instruction *Look in your book*. Discuss the importance of listening carefully in class. If you do not listen carefully, you will not know what to do. Say *Listen carefully* and do the action. The children repeat *Listen carefully* and do the action several times.

Suggested action:

listen carefully: Cup behind one ear with hand.

Tip

- Show the children storycard 6. Explain that the children are working hard, and there are lots of things on the table. Discuss the importance of tidying up when you have finished doing something in class. If you do not tidy up, you will not be able to find your things later. Say *Tidy up* and do the action. The children repeat *Tidy up* and do the action several times.

Suggested action:

tidy up: Pretend to pick something up and move it elsewhere.

Tip

» Copy Me! game TB p206

- Do the action for *hands up*, either slowly or quickly. The children copy the action and call out the phrase.
- Repeat with *listen carefully* and *tidy up*.

» Action Sequences game TB p208

- Volunteers do the actions for *hands up*, *listen carefully* or *tidy up*, according to the sequence you and the rest of the class say.
- Repeat with other volunteers and all the phrases.

» Stop! game TB p206

- Say *Let's play Stop! Stand up!*
- Say *Hands up!* The children repeat the action for hands up until you say *Stop!*, when they have to stay very still.

» Guess The Action game TB p209

- Select a volunteer. Whisper a value phrase to them, for example *Tidy up*. The volunteer does the action for *tidy up*.
- Ask the class *What is it?* Children guess the phrase. Elicit *It's Tidy up!*
- Clap and praise the volunteer. Repeat with the other value phrases and different volunteers.

4 Table time

» Pupil's Book worksheet presentation PB p11

- Present the worksheet. Point to each photo. Ask the children what they can see. Say *Listen carefully, Hands up* or *Tidy Up*.
- Point to each photo. Ask *Is it good or bad?* Elicit the correct response. Point to the tick or cross. Say *Trace the (tick)*. Demonstrate, using your finger to follow the tracing lines.
- Point to the teacher below each photo. Ask *Is she happy or sad?* Elicit that the teacher is happy because the behaviour is good, or sad because the behaviour is bad. Say *Draw*. Demonstrate, using your finger to draw a happy or sad mouth on the teacher.

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB p11

- Hand out the worksheets. Say *Trace and draw*. Circulate, check and provide feedback. Ask questions to encourage one-to-one communication, *Is it [good]? Is the teacher [happy]?*

Ensure that the children understand good and bad. Nod your head and smile when you say good, and shake your head seriously, when you say bad.

Tip

» Tidy Up chant  CD1 track 7 TB p2

» Fold Your Arms chant  CD1 track 8 TB p2

5 Closing time

» Closing routine TB pxxii

» Remember Dex's Word TB pxxii

» Reflection TB pxxix

» Bye-bye song  CD1 track 2 TB p3

6: Kid's culture lesson



Language focus

clap your hands, wave your arms, turn around, say 'Hooray!'

Aims

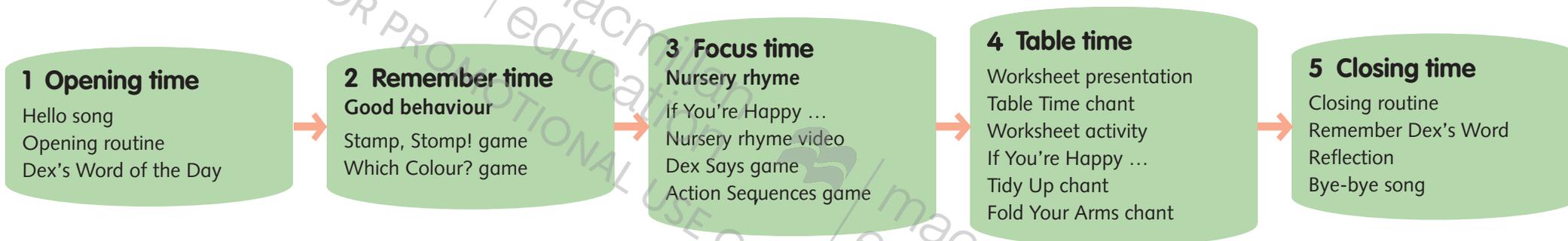
- To listen to and join in with a nursery rhyme.

Materials

- Puppet
- Wallhanging
- Flashcards: *happy, sad, surprised*
- Class CD1
- Pupil's Book worksheet [PB p13](#)
- Digital resources – see below



At a glance



Class audio

New

If You're Happy ... nursery rhyme [CD1 track 22](#)
[TB p9](#)



Extra activities

Dex Whispers game [TB p211](#)

Whisper a phrase from the nursery rhyme around the class to see if it changes.

Playground game: **Grandma's Footsteps** [TB p212](#)

One child, holding Dex, stands with (his) back to the other children while they creep forward. [He] counts to six and then turns around. The children freeze and should not move.



Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

Go to the TPK to say or sing the nursery rhyme and watch the video, and present the worksheet.

Pupil's Digital Kit (PDK)

Encourage pupils to go to the PDK to sing the songs, and do interactive activities.

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

» Dex's Word of the Day TB pxxii

2 Remember time

Classroom behaviour

» Stamp, Stomp! game TB p206

- The children walk in a circle, stomping their feet. Say *Stamp, stomp, stamp, stomp! ... (Hands up!)* The children stop walking, repeat the phrase and do the action for (*hands up*). Repeat with *Listen Carefully* and *Tidy Up*.

» Which Colour? TB p209

- Put the sad, happy and surprised flashcards in the wallhanging, facing outwards.
- Point and say *Sad is in the blue pocket. Where's happy?* Repeat with all the flashcards, encouraging children to respond.
- Move the flashcards around the wall hanging and play again.

3 Focus time

Nursery rhyme

» If You're Happy ... nursery rhyme  CD1 track 22 TB p9

- Put the concept flashcards (*happy, sad* and *surprised*) into the wallhanging, facing outwards.
- Say *Let's listen to a nursery rhyme*. Say the rhyme rhythmically and point to the happy flashcard. Encourage the children to point with you.
- Say the nursery rhyme again and mime the actions.
- Play the nursery rhyme without music, and get the children to mime with you.
- Play the nursery rhyme with music. Encourage the children to sing and mime.

Suggested actions:

clap your hands: *Clap hands.*

wave your arms: *Wave arms vigorously.*

turn around: *Turn around in a full circle.*

say 'Hooray!': *Say 'Hooray! Hooray!'.*

Tip

Nursery rhyme video

- Watch the video of children singing If You're Happy, Happy, Happy.
- Join in with the nursery rhyme and do the actions.

» Dex Says game TB p206

- Children do the action you say, but only if you precede it with *Dex says ...*. Use *Clap your hands!*, *Wave your arms!*, *Turn around!* and *Say 'Hooray!'*

» Action Sequences game TB p208

- Volunteers do the actions from If You're Happy, Happy, Happy, according to the sequence you and the rest of the class say. Use *Clap your hands!*, *Wave your arms!*, *Turn around!* and *Say 'Hooray!'*
- Repeat with other volunteers and all the actions.

4 Table time

» Pupil's Book worksheet presentation

 CD1 track 22 PB p13

- Present the worksheet. Point to the boy. Ask *Who is it?* Elicit *Charlie!* Ask *How does he feel? Is he sad?* Elicit *No. He is happy!*
- Read or play verse 1 of the If You're Happy, Happy, Happy nursery rhyme. Pause so that the children can point to Charlie doing the correct action and say the words (*Clap your hands.*) Repeat with all the verses.
- Say (*Clap your hands.*) *Trace*. Demonstrate, using your finger to follow the tracing lines around the (clap your hands) picture. Repeat with all the pictures.
- Point to the empty frame. Say *Happy. Draw you. You feel happy. Draw you feeling happy.*

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB p13

- Hand out the worksheets. Say *Trace and draw*. Ask questions to encourage one-to-one communication, *Who is it? Is he sad? Are you happy?*

» If You're Happy ... nursery rhyme  CD1 track 23 TB p9

- Sing If You're Happy, Happy, Happy and point to the pictures on the worksheet, to reinforce understanding.

» Tidy Up chant  CD1 track 7 TB p2

» Fold Your Arms chant  CD1 track 8 TB p2

5 Closing time

» Closing routine TB pxxii

» Remember Dex's Word TB pxxii

» Reflection TB pxxix

» Bye-bye song  CD1 track 2 TB p3

7: Speaking and literacy lesson



Language focus

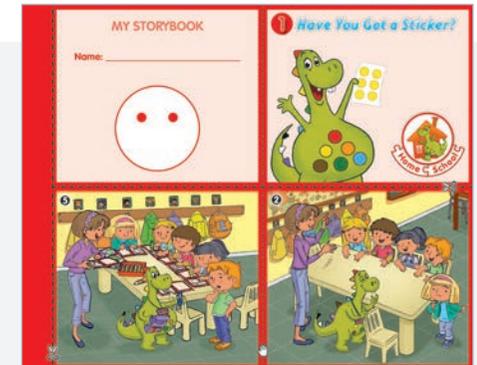
Have you got ... ?, Yes, I have., No, I haven't., book, chair, crayon, pencil, sticker, table

Aims

- To successfully sequence a story.
- To participate in a role play.

Materials

- Puppet
- Wallhanging
- Flashcards: book, chair, crayon, pencil, sticker, table
- Unit 1 storycards
- Class CD1
- Pupil's Book worksheets PB pp15–16
- Digital resources – see below



At a glance



Class audio

New

Dex's role play CD1 track 24

Remember

If You're Happy ... nursery rhyme CD1 track 22
TB p9

Have You Got A Sticker? story CD1 track 18 TB p8

Extra activities

Dex's role play extension CD1 track 24
Children do the complete role play in pairs.

Dex's team game TB p211

Create two sets of identical classroom objects including pencils, books, stickers and different colour crayons. Children form two teams. Give each team a set of objects. Two team representatives stand next to you. Say an object: (*Yellow crayon*)! The volunteers run to their teams and collect the correct item. The first to bring it back to you wins a point for their team.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

Go to the TPK to use the Story Tool, watch the video and present the worksheet.

Pupil's Digital Kit (PDK)

Encourage pupils to go to the PDK to sing the songs, and do interactive activities.

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

» Dex's Word of the Day TB pxxii

2 Remember time

Nursery rhyme

» If You're Happy ... nursery rhyme  CD1 track 22 TB p9

- Ask *Can you remember the nursery rhyme?*
- Sing If You're Happy, Happy, Happy and do the actions.

» Stop! game TB p206

- Play Stop! to practise the nursery rhyme expressions, value phrases and unit vocabulary and concepts.
- Say (*Clap your hands.*) The children repeat the action for (clap your hands) until you say *Stop!*, when they have to stay very still. Repeat with all the vocabulary.

3 Focus time

Dex's role play

» Have You Got A Sticker? story  CD1 track 18 TB p8

- Retell Have You Got A Sticker? to revisit the story and review the key vocabulary.
- Tell or play the story, one storycard at a time. As you read, pause to elicit words and expressions the children know.

Use the classroom object flashcards, for additional reinforcement, if necessary. **Tip**

» Sequencing Dex's story TB p208

- Make it look as if Dex has dropped the storycards. Say *Oh, no! The story is in the wrong order!* Ask *Can you help Dex to sequence the storycards?*
- Invite six volunteers to stand in a row at the front of the class, and give each one a storycard. Count the children.

- Read the story, one storycard at a time. Ask the children to identify who is holding the correct storycard. The children move to the correct place in the row to sequence the storycards, from left to right.

The first time you do this the children may be very quiet or slow to remember the words for the gapped dialogue. In time they will get better. This is an activity that will show the children's development and growing confidence as the year progresses. **Tip**

» Dex's role play  CD1 track 24

- CD1 track 24 First play the role play presentation, using the chair flashcard: *Have you got a chair? Yes, I have.* Say *Listen carefully.* Repeat several times.
- CD1 track 25 Now play the role play oractise: *Have you got a (...)?* Say *Let's listen and remember.* The children complete the gap with the word *chair*. Use the chair flashcard to guide children.
- Repeat the role play to practise all the unit vocabulary, using the remaining vocabulary flashcards.
- Divide the children into two groups. Say each line of the role play, for each group to chorus. Use the flashcards to prompt the classroom word.
- Invite two volunteers to role play the dialogue for the class.

For extension of the speaking practice, refer to the Extra activities. **Tip**

Dex Whispers TB p211

- Dex whispers *Have you got a chair?* into your ear.
- Go to one of the children. Whisper *chair*.
- Ask the children to whisper the word around the class. The last child whispers it to you. Say the word to Dex. Repeat *Have you got a (chair)?* Dex nods or shakes his head.
- Repeat with all the lesson vocabulary.

For more confident classes, whisper the whole phrase *Have you got a (chair)?* Repeat with all the lesson vocabulary. **Tip**

4 Table time

» Pupil's Book worksheet presentation

 CD1 track 18 PB pp15–16

- Present the worksheet. Say *It's Dex's story! Let's make a storybook!*
- Demonstrate how to cut and fold the pages to make the storybook. Say *Look at the dots – cut here. Cut carefully. Look at the dashes – fold here. Fold carefully.* Demonstrate. Place one half inside the other half so the pages are in the correct order.

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB pp15–16

- Hand out the worksheets. Say *Cut and fold. Cut and fold carefully.* Help the children to make their storybooks very carefully. Circulate, check and provide feedback.
- When everyone has finished, say *Let's read Dex's story! Listen. Look in your storybook.* Play or read the story. Hold up the storycards and show the children when to turn the pages of their storybooks. Encourage the children to say the parts of the story they have learned in the role play.
- Ask *Do you like the story?* Elicit *Yes!* or *No!* Turn to the back cover of the storybook. Point to the emoticon. Say *Draw happy or sad.* The children draw a happy face or a sad face and write their name.
- The children take their storybooks home.

» Tidy Up chant  CD1 track 7 TB p2

Fold Your Arms chant  CD1 track 8 TB p2

5 Closing time

» Closing routine TB pxxii

» Remember Dex's Word TB pxxii

» Reflection TB pxxix

» Bye-bye song  CD1 track 2 TB p3

8: Review lesson



Language focus

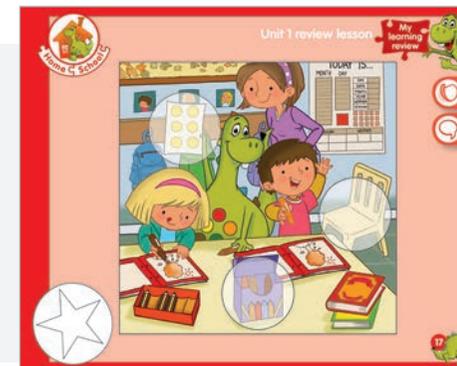
book, chair, crayon, pencil, sticker, table, happy, sad, surprised, Have you got a ...?, Yes, I have., No, I haven't.

Aims

- To review unit material.
- To reflect on progress.

Materials

- Puppet and wallhanging
- Flashcards: numbers, colours, classroom objects, happy, sad, surprised, blue, brown, book, Buddy
- Class CD1
- Pupil's Book worksheets PB pp17–18
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine
Dex's Word of the Day

2 Focus time

Dex Whispers game
Dex's Tummy
My Classroom song
Dex's Pick game
How Are You Today? song
What's Missing? game
Buddy's Beats rap: /b/
If You're Happy ...

3 Table time

Review worksheet presentation
Table Time chant
Review worksheet activity
Progress worksheet presentation / activity
Tidy Up chant
Fold Your Arms chant

4 Closing time

Closing routine
Remember Dex's Word
Reflection
Bye-bye song

Class audio

Remember

My Classroom song  CD1 track 16 TB p9

How Are You Today? song  CD1 track 19 TB p9

Buddy's Beats rap: /b/  CD1 track 21 TB 9

If You're Happy ... nursery rhyme  CD1 track 22
TB p9

Extra activities

Making Sets With Dex TB p211

Use colour, number, and classroom object flashcards. Dex drops the cards. The children say the word for the flashcard as Dex picks each one up. Create sets.

Guess The Action TB p209

A volunteer does the action for a classroom object, /b/ word or emotion. Ask the class *What is it?* Children guess the word. Repeat with all the vocabulary.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

Go to the TPK to present the worksheet and do interactive activities.

Pupil's Digital Kit (PDK)

Encourage pupils to go to the PDK to sing the songs, and do interactive activities.

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

» Dex's Word of the Day TB pxxii

2 Focus time

Dex Whispers game TB p211

- A role play phrase is whispered by Dex to you, and around the class. Is it the same? Repeat with all the phrases. Use *Have you got a (chair)?, Yes, I have* and *No, I haven't*.

Dex's Tummy

- Count the coloured dots on Dex's tummy with the children to review the numbers 1–6.

» My Classroom song  CD1 track 16 TB p9

- Put the classroom object flashcards around the classroom. Say *Let's listen to a song*. The children sing and do the actions.

Dex's Pick game TB p208

- Use the unit vocabulary, concept and /b/ word flashcards. Place them all in a pile.
- Invite individual children to the front of the class to select a flashcard. They show the class the flashcard and say *What is it?*
- The class tries to remember the word and does the action.
- Repeat with all the flashcards and different volunteers.
- Congratulate the volunteers. Say *Thank you! Very good! Well done!*

» How Are You Today? song  CD1 track 19 TB p9

- Put the emotion flashcards around the classroom. Say *Let's listen to a song*. Play the song. The children sing and do the actions.

» What's Missing? game TB p209

- Put the emotion flashcards into the wallhanging, facing outwards.
- Children close their eyes. Secretly remove one of the flashcards. The children open their eyes and help Dex to identify the missing flashcard.

» Buddy's Beats rap: /b/  CD1 track 21 TB p9

- Put the /b/ word flashcards in the wallhanging, facing outwards.
- Play or say the Buddy's Beats rap: /b/. The children listen for the /b/ sounds and point to the flashcards.
- Demonstrate the actions. The children do the Buddy's Beats rap again and do the actions.

» If You're Happy ... nursery rhyme  CD1 track 22 TB p9

- Review the nursery rhyme. Sing or play the nursery rhyme and do the actions.

3 Table time

» Pupil's Book review worksheet presentation PB p17

- Present the worksheet and say *What's missing?* Elicit the classroom objects that are on the missing pieces. Explain that the children will complete the picture with the Unit 1 stickers.
- Go to the sticker page. Point to each sticker and ask *What is it?* Elicit the classroom words. Say *Peel off the sticker. Stick it!* Demonstrate.
- Point to the star shape on the worksheet. Say *Dex's star!* Tell the children to look for the Unit 1 star on the sticker page. Ask *What colour is Dex's star today?* Elicit the colour. Say *Peel off the sticker. Stick it!* Demonstrate.

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB p17

- Hand out the worksheets. Say *Find and stick*. Help the children to find and use the stickers. Ask questions to encourage one-to-one communication, *What is missing? What colour is Dex's star?*

» Pupil's Book progress worksheet presentation PB p18

- Present the other side of the worksheet. Point to each photo and elicit which skill each one represents: speaking (top left), participating (top right), listening (bottom left) and completing the worksheet (bottom right).
- Demonstrate. For each skill, the children draw a happy face, a neutral face or a sad face, according to how well they think they have done.

» Pupil's Book progress worksheet activity PB p18

- Say *Turn the page*. Say *Think and draw*. Ask questions to help children to think about their progress.
- Write a comment on each child's completed progress worksheet.
- The children take their progress worksheets home.

» Tidy Up chant  CD1 track 7 TB p2

Fold Your Arms chant  CD1 track 8 TB p2

5 Closing time

» Closing routine TB pxxii

» Remember Dex's Word TB pxxii

» Reflection TB pxxix

» Bye-bye song  CD1 track 2 TB p3

PLUS vocabulary lesson

Language focus

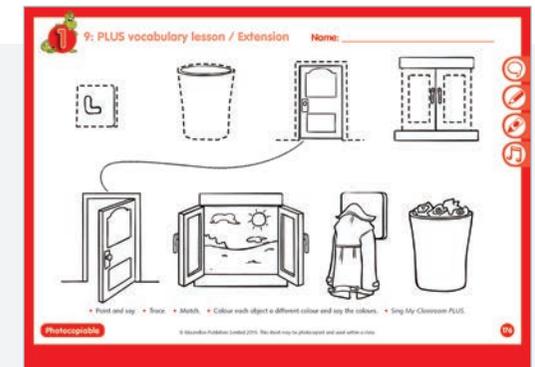
bin, door, peg, window

Aims

- To identify and respond to extra classroom vocabulary.
- To listen to and join in with songs.

Materials

- Puppet
- Wallhanging
- Flashcards: *book, chair, crayon, pencil, sticker, table, bin, door, peg, window*; numbers
- Class CD1
- Photocopiable worksheet **TB p176**
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine
Dex's Word of the Day

2 Remember time Classroom objects

What's Missing? game
Stop! game

3 Focus time Classroom objects PLUS

Discover With Me
Dex's Dino Stomp
Which Number? game
My Classroom PLUS song
Stand Up If ... game

4 Table time

Worksheet presentation
Table Time chant
Worksheet activity
My Classroom PLUS song
Tidy Up chant
Fold Your Arms chant

5 Closing time

Closing routine
Remember Dex's Word
Reflection
Bye-bye song

Class audio

New

My Classroom PLUS song  CD1 track 27 TB p9

Dex's Dino Stomp  CD1 track 26 TB p2

Extra activities

Mix It Up! game

Children form a circle. Each child is allocated a vocabulary item, and they jump into the middle of the circle when you call it out.

Thumbs Up, Thumbs Down! game [TB p207](#)

The children put thumbs up or down, depending on whether the word you say matches the action you do.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

Go to the TPK to use the Vocabulary Tool, play Dex's Dino Stomp, sing the song, present the worksheet, and do the interactive activity.

Pupil's Digital Kit (PDK)

Encourage pupils to go to the PDK to sing the songs, and do interactive activities.

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

» Dex's Word of the Day TB pxxii

2 Remember time

Classroom objects

» What's Missing? game TB p209

- Put the classroom object flashcards in the wall hanging. Count them with the class.
- The children cover their eyes. Remove a flashcard and then say *Open your eyes!*
- Make Dex look inquisitive. Count the five flashcards and ask *What's missing, Dex?*
- Children help Dex remember the missing flashcard. Encourage a whole response: *It's (chair)!* or *(Chair) is missing.*

Stop! game TB p206

- Say *Let's play Stop! Stand up!*
- Say *(Pencil)!* or *It's a (pencil)!* The children repeat the action for (pencil) until you say *Stop!*, when they have to stay very still. Repeat with all the classroom objects.

3 Focus time

Classroom objects PLUS

» Discover With Me  CD1 track 3 TB p2

- Put the vocabulary PLUS flashcards in the wallhanging, facing inwards.
- Dex points excitedly at the wallhanging and says *Look! More classroom objects!* The children say the Discover With Me chant and do the actions.
- Dex removes and holds up a flashcard for the children to see. Say *Wow! What is it?* Dex says *(Window).* *It's a (window).* Repeat and demonstrate the action for the word. The children do the action and say the word. Repeat with all the PLUS vocabulary.

Suggested actions:

bin: Pretend to throw some paper in a bin.

door: Open an imaginary door.

peg: Lift a bag onto a peg.

window: Draw a square in the air.

Tip

» Dex's Dino Stomp  CD1 track 26 TB p2

- Put the vocabulary PLUS flashcards around the classroom.
- Say *Let's do Dex's Dino Stomp! Look!* The children sing the song and do the actions. Say *Again!* Repeat.

» Which Number? game TB p209

- Hide the vocabulary PLUS flashcards in the wallhanging behind the numbers flashcards, facing outwards. The children tell you the correct number for the flashcard you ask for. Repeat with all the flashcards.

Review My Classroom before singing My Classroom **Tip**

PLUS  CD1 track 16

» My Classroom PLUS song  CD1 track 27 TB p9

- Ensure that a bin, door, peg and window are clearly visible to the children. Alternatively, put the flashcards around the classroom.
- Say *Let's listen to a song.* Play the song and point to the classroom objects.
- Repeat the words of the song and demonstrate the actions.
- Play the song again. The children do the actions.
- Play the song a third time. The children sing and do the actions.

The karaoke version of My Classroom PLUS is

 CD1 track 28

Tip

Stand Up If ... game TB p207

- Use Dex to teach how to play the game. Say to Dex *Stand up!* Dex stands up straight. Dex sits down again. Say to Dex *Stand up if ... you can see (a peg)!* Dex nods his head and points to the peg. Say to Dex *Stand up if ... you (like scooters)!* Dex stands up.
- Say to the children *Let's play! Stand up if ... you can see (a bin)!* The children who can see a (bin) stand up. They repeat and do the action for (bin).

4 Table time

» Photocopiable worksheet presentation TB p176

- Present the worksheet. Point to the objects on the top line. Ask *What is it?* Elicit the correct answers.
- Say *Trace the (door).* Demonstrate, using your finger to follow the tracing lines.
- Say *There are two (doors).* Where's the other door? Point to the (door) on the bottom line. Say *Match the doors.*
- Say *Colour the two (doors).* Choose a colour and demonstrate colouring the two doors the same colour.
- Repeat with all the classroom objects. Use a different colour for each pair of objects.

» Table Time chant  CD1 track 5 TB p2

» Photocopiable worksheet activity TB p176

- Hand out the worksheets. Say *Match and colour.* Ask questions to encourage one-to-one communication, *What is it? Is it a (door)?*

My Classroom PLUS song  CD1 track 27 TB p9

- Sing My Classroom PLUS and point to the objects on the worksheet, to reinforce understanding.

» Tidy Up chant  CD1 track 7 TB p2

Fold Your Arms chant  CD1 track 8 TB p2

5 Closing time

» Closing routine TB pxxii

» Remember Dex's Word TB pxxii

» Reflection TB pxxix

» Bye-bye song  CD1 track 2 TB p3