



Unit overview

Vocabulary

mummy, daddy, brother, sister, grandad, granny

Vocabulary PLUS

auntie, uncle, cousin, baby

Sound

/g/

Concepts

tidy, messy

Value

Being helpful

Key structure

Hello ... Can I help?

Yes, you can.

In this unit, Dex discovers the words for his family members. At home, Dex and Buddy help the family tidy up. Dex is very helpful!

Pupils learn about the concepts *messy* and *tidy*, and practise the sound *g*. They sing the nursery rhyme *Diddle, Diddle, Dumpling* and they learn about the importance of being helpful.

Pupils practise vocabulary items for family members, with speaking practice during Dex's role play, when more able pupils also have the opportunity to produce the structure *Can I help?*

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



Story

Let's Tidy Up!

Storycard 1

Narrator: Dex, Meg, Charlie and Buddy are at home.

Dex: Hello, Mummy. Can I help?

Mummy: Yes, you can. It's messy! Help your sister, Meg. Tidy up the books and stickers.

Dex: OK! Come on, Buddy. Let's tidy up!

Storycard 4

Mummy: Wow! It's tidy! Where are the books and stickers?

Daddy: Where are the blocks and cars?

Granny: Where are the balls and scooter?

Storycard 5

Dex: Look! There!

Family: Where?

Dex: There!

Family: Ohhhh... oh no!

Storycard 2

Dex: Hello, Daddy. Can I help?

Daddy: Yes, you can. It's messy! Help your brother, Charlie. Tidy up the blocks and cars.

Dex: OK! Come on, Buddy. Let's tidy up!

Storycard 6

Dex: Ooops. Sorry, Buddy!

Buddy: Woof!

Family: Oh no, Dex!

Mummy: It's messy!

Dex: Ooops. Sorry! Come on, Buddy! Let's tidy up!

Storycard 3

Dex: Hello, Grandad. Can I help?

Grandad: Yes, you can. It's messy! Help Granny. Tidy up the balls and scooter.

Dex: OK! Come on, Buddy. Let's tidy up!

Songs

Vocabulary song



My Family

Meet my family (Happy family!)
Here's my daddy (Happy family!)
Here's my mummy (Happy family!)
My little sister (Happy, happy family!)
My brother and me!
My granny, my grandad!
This is my family (Happy family!)
We all have fun together (Happy, happy family!)
(x2)

Concepts song



Let's Tidy Up!

Messy toys, messy toys
Put them away! Put them away!
Let's tidy up now, let's tidy up now
Put the toys in the boxes now
All the toys away!

Messy clothes, messy clothes
Put them away! Put them away!
Let's tidy up now, let's tidy up now
Put the clothes in the cupboard now
All the clothes away!

Nursery rhyme



Diddle, Diddle, Dumpling

Diddle, diddle, dumpling, my brother John
Goes to sleep
With his trousers on,
One shoe off, and one shoe on
Diddle, diddle, dumpling, my brother John!

Buddy's Beats rap: /g/



Hey! Listen up!	1, 2, 3
It's Buddy's Beats!	Say with me
Hey, Buddy!	/g/, /g/, /g/
What's the sound?	/g/ granny!
1, 2, 3	1, 2, 3
Say with me	Say with me
/g/, /g/, /g/	/g/, /g/, /g/
/g/ green!	/g/ grandad!

Vocabulary PLUS song



My Family PLUS

Meet my family (Happy family!)
Here's my daddy (Happy family!)
Here's my mummy (Happy family!)
My little sister (Happy, happy family!)
My brother and me!
My granny, my grandad!
This is my family (Happy family!)
We all have fun together (Happy, happy family!)

Meet my family (Happy family!)
Meet my family (Happy family!)
Here's my auntie (Happy family!)
Here's my uncle (Happy, happy family!)
Here's the baby,
My cousin and me!
This is my family (Happy family!)
We all have fun together! (Happy, happy family!)



1: Vocabulary lesson

Language focus

mummy, daddy, brother, sister, granny, grandad

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: *mummy, daddy, brother, sister, granny, grandad, coat, hat, shoes, socks, T-shirt, trousers*
- Class CD2
- Pupil's Book worksheet [PB p57](#)
- Digital resources – see below



At a glance



Class audio

New

My Family song CD2 track 30 TB p89

Dex's Dino Stomp CD2 track 29 TB p2

Remember

Let's Get Ready! song CD2 track 16 TB p69



Extra activities

Dex Says game [TB p206](#)

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

Dex Whispers game [TB p211](#)

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



Digital Resources Centre

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

Clothes

» Let's Get Ready! song  CD2 track 16 TB p69

- Play the song. The children sing and do the actions.

» What's Missing? game TB p209

- Put the clothes flashcards in 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.

3 Focus time

Family

» Discover With Me  CD1 track 3 TB p2

- Put the family 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 *(Mummy). It's (mummy).* Repeat and demonstrate the action for the word. The children do the action and say the word. Repeat with all the family words.

Suggested actions:

mummy: Pretend to work on a computer.

daddy: Pretend to do the washing up.

brother: Pretend to read a book.

sister: Pretend to use a hoop.

granny: Pretend to dig in the garden.

granddad: Pretend to lay the table.

Tip

» Stop! game TB p206

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

Getting the children to think of a mime for each family member is a nice way for them to share their personal stories. These mimes will also be memorable.

Tip

» Dex's Dino Stomp  CD2 track 29 TB p2

- Put the vocabulary 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 family flashcards in the wallhanging, facing outwards.
- Ask *What colour is (the hat)?* Elicit the correct response: *(red)!*
- Repeat with the remaining words.

» My Family song  CD2 track 30 TB p89

- Put the vocabulary 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 My Family is

 CD2 track 31

Tip

» Point With Dex game TB p206

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

4 Table time

» Pupil's Book worksheet presentation PB p57

- Present the worksheet. Point to (grandad) in the picture on the left. Ask *Who is it?* Elicit the response *(Grandad!)* Repeat with all the family members.
- Point to the picture on the right. Say *Look! Find what is different.* Point to (grandad) on the left and say *Look! Surprised.* Point to (grandad) on the right and say *Look! Happy.* Point again and say *Circle.* Demonstrate, using your finger to circle the differences. Repeat with all the differences (granny: hat/no hat; mummy and daddy: sitting/standing; sister: T-shirt without/with flower; brother: holding a teddy bear/car).
- Ask *How many things are different?* Point to the numbers. Count the differences with the children. Say *Six things are different! Circle.* Demonstrate, using your finger to circle the number 6.

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB p57

- Hand out the worksheets. Say *Find and circle.* Circulate, check and provide feedback. Ask questions to encourage one-to-one communication, *Who is it? What is different?*
- Pupils can complete the personalisation activity on the back of the worksheet. Say *Draw and colour your family and friends.*

» My Family song  CD2 track 30 TB p89

- Play My Family and point to the family members 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

» Sharing photos

- Ask children to bring photos of their families to class for next lesson.

» 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

mummy, daddy, brother, sister, granny, grandad

Aims

- To gain confidence in using family words in context.
- To listen and respond to a story.

Materials

- Puppet and Wallhanging
- Flashcards: *mummy, daddy, brother, sister, granny, grandad*, clothes; toys
- Class CD2
- Unit 5 storycards
- Children's family photos
- Pupil's Book worksheet [PB p59](#)
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine
Dex's Word of the Day

2 Remember time Family

My Family song
Sharing Family Photos

3 Focus time Dex's story

Story Time chant
Let's Tidy Up! story
Let's Tidy Up! game
Discover The Family Words
Action Sequences game

4 Table time

Worksheet presentation
Table Time chant
Worksheet activity
Tidy Up chant
Fold Your Arms chant

5 Closing time

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

Class audio

New

Let's Tidy Up! story CD2 track 32 TB p88

Remember

My Family song CD2 track 30 TB p89

Extra activities

Guess The Action [TB p209](#)

Volunteers do actions for different family members. Encourage them to ask the class *What is it?* The class guess the word. Elicit *It's (daddy)*.

Dex Whispers game [TB p211](#)

Whisper a family word around the class to see if it changes. Repeat with all the vocabulary.

Digital Resources Centre

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

Family

» My Family song  CD2 track 30 TB p89

- Put the family flashcards into the wallhanging, facing outwards, or around the classroom. Say *Let's listen to a song*. Listen and point to the flashcards. Play the song. The children sing and do the actions.

Sharing Family Photos

- At the end of lesson 1, you asked children to bring photos of their families to class. Look at photos the children have brought in.
- Share photos with the class. Ask each child *Who is it?* Encourage the response *It's (Mummy)*. The rest of the class repeats *(Mummy)*.

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.*

» Let's Tidy Up! story  CD2 track 32 TB p88

- Read or play Let's Tidy Up!, one storycard at a time. Ask questions to aid understanding and discuss talking points. Use the prompts on the reverse of the storycard and ask your own questions.
- Read or play the story again. The children join in and say the family words. Help them by pausing in appropriate places.

» Let's Tidy Up game

- Put the family, clothes and toy flashcards in a bag. Shake them up and then let them tumble onto the floor. Say *Oh, no! Let's tidy up!*
- The children organise the three sets of flashcards into sets. Ask *Is it family? Is it clothes? Is it a toy? Which set is it?*

Discover The Family Words TB p210

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

Action Sequences game TB p208

- Invite six volunteers to the front of the class. The volunteers do the actions for two or three family members, in sequence. Chant *(Juan, daddy), (Ana, mummy), (Pedro, brother), (Mario, daddy)* and so on. Dex looks interested and wants to get involved; he mimics some of the actions.
- The rest of the class chant the sequence with you *(Daddy, mummy, brother, daddy, mummy, brother)* and so on.
- Dex praises and encourages the children, saying *Well done! Excellent! Good effort! Keep on! Try again!*
- Repeat with other volunteers and all the family vocabulary.
- Invite a volunteer to make up and say an action sequence.

4 Table time

» Pupil's Book worksheet presentation PB p59

- Present the worksheet. Point to the (mummy). Ask *Who is it?* Elicit the response *(Mummy)!* Repeat with daddy and grandad. Point to the (ball and scooter). Ask *What are they?* Elicit the response *(Ball and scooter)!* Repeat with the car and blocks, and the book and stickers.

- Say *(Mummy) says, 'Tidy up the What? Is it the (book and stickers)?* Elicit *Yes!* Say *Match*. Demonstrate, using your finger to match (mummy) and the (book and stickers). Repeat with daddy (blocks and the cars); and grandad (ball and scooter).
- Point to the objects in the trolley. Ask *What's missing?* Point and say *Ball. The ball is missing*. Say *Now use a pencil. Draw*. Demonstrate. The children draw a ball in the trolley.
- Say *Use the crayons. Colour*. Demonstrate. The children colour the objects in the trolley.

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB p59

- Hand out the worksheets. Say *Match, draw and colour*. Circulate, check and provide feedback. Ask questions to encourage one-to-one communication *Who is it? (Mummy) says 'Tidy up the ...' Is it books and stickers?*

» 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

tidy, messy

Aims

- To identify and respond to the concepts *tidy* and *messy*.

Materials

- Puppet and Wallhanging
- Flashcards: family; *tidy, messy, book, crayon, shoes, socks, T-shirt, trousers, ball, blocks, car, doll*
- Unit 5 storycards
- Class CD2
- Photocopiable worksheet [TB p186](#)
- Digital resources – see below
- Pictures of tidy and messy places



At a glance

1 Opening time

Hello song
Opening routine
Dex's Word of the Day

2 Remember time Family

Discover The Flashcards
Point With Dex game

3 Focus time tidy and messy

Discover With Me
Tidy And Messy game
Let's Tidy Up! song
Let's Tidy Up! video
Is It Tidy Or Messy? game
Guess The Action game

4 Table time

Worksheet presentation
Table Time chant
Worksheet activity
Let's Tidy Up! Song
Tidy Up Chant
Fold your Arms Chant

5 Closing time

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



Class audio

New

Let's Tidy Up! song [CD2 track 33 TB p89](#)

Remember

Let's Tidy Up! story [CD2 track 32 TB p88](#)



Extra activities

Dex Says game [TB p206](#)

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

Copy Me! game [TB p206](#)

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



Digital Resources Centre

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

Family

Discover The Flashcards game TB p208

- Hide the family 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 (brother)*. Pick up the (brother) 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 family flashcards.

» Point With Dex game TB p206

- Elicit the family words using the flashcards. Put the flashcards around the classroom. Say *Point to (daddy)*. Children point to the correct flashcard. Repeat with all the family words. You can also play this game using the children's family photos from lesson 2, if you still have these available. Say *Point to (Pedro's) (daddy) or Point to (Emilia's) family*.

3 Focus time

tidy, messy

» Discover With Me  CD1 track 3 TB p2

- Put the 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 *(Tidy). It's (tidy)*. Repeat and demonstrate the action for the word. The children do the action and say the word. Repeat with the concept messy.

Suggested actions:

Tip
tidy: Pretend to pick something up and place it in front of you.

messy: Pretend to throw things over each shoulder in turn.

» Tidy And Messy game

- Put the book, crayon, shoes, socks, T-shirt, trousers, ball, blocks, car and doll flashcards in tidy piles on your desk, according to their category (classroom objects, clothes and toys). Ask *Are they tidy or messy?* Elicit the response *Tidy!*
- Get Dex to bump into them and knock them onto the floor. Dex says *Oops! Sorry! It's messy!*
- Say *Let's help Dex. Let's tidy up!* Hold up the flashcards, one by one. Ask *Is it (a toy/clothes/a classroom object)?* Elicit the correct response. Make separate piles for each set of flashcards. When they are all in sets, say *It's tidy!*

» Let's Tidy Up! song  CD2 track 33 TB p89

- 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 Let's Tidy Up! is

 CD2 track 34

Tip

Let's Tidy Up! video

- Watch the video of the Let's Tidy Up! song.
- Join in with the song and copy the actions.

Is It Tidy Or Messy? game

- Put a selection of pictures of tidy and messy places (rooms, tables, gardens, etc.) in random order in a pile on the table, face down. Dex carefully selects the top picture and shows it to the children. Ask *Is it tidy or messy?* Elicit the correct response. Repeat with all the pictures.

» Guess The Action game TB p209

- Select a volunteer. Give them the flashcard of (tidy) and ask them to do the action.
- Ask the class *What is it?*
- Children guess the word. Elicit *It's tidy*.
- Repeat with messy and volunteers.

4 Table time

» Photocopiable worksheet presentation TB p186

- Present the worksheet. Point to each object in turn. Ask *Tidy or messy?* Elicit the correct response.
- Point to the (blocks). Say *Use the red crayon*. Colour the messy (blocks) red. Demonstrate. Repeat with all the messy objects (shoes, doll, blocks, socks).
- Point to the (coat). Say *Use the green crayon. Colour the tidy (coat) green*. Demonstrate. Repeat with all the tidy objects (T-shirt, books, crayons, shoes, clothes). The children colour all the tidy objects green.
- Point to the (shoes). Say *Let's tidy up!* Point to the wardrobe. Say *Match*. Demonstrate, using your finger to match the (shoes) and the wardrobe. Repeat with the doll, the socks and the blocks.

» Table Time chant  CD1 track 5 TB p2

» Photocopiable worksheet activity TB p186

- Hand out the worksheets. Say *Colour and match*. Circulate, check and provide feedback. Ask questions to encourage one-to-one communication *What (is it)? Tidy or messy? What colour is it?*

Let's Tidy Up! song  CD2 track 33 TB p89

- Sing Let's Tidy Up!, and point to the tidy and messy objects on the worksheet.

» 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

granny, grandad, green, /g/

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: grapheme /g/, granny, grandad, green, tidy, messy; clothes
- Class CD2
- Children's family photos
- Photocopiable worksheet [TB p187](#)
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine
Dex's Word of the Day

2 Remember time tidy, messy

Let's Tidy Up! song
Making Sets With Dex game

3 Focus time

The /g/ sound

Buddy's Sounds chant
Discover With Me
Buddy's Beats rap: /g/
Make A Sequence game
Pass The Card game

4 Table time

Worksheet presentation
Table Time chant
Worksheet activity
Buddy's Beats rap: /g/
Tidy Up chant
Fold Your Arms chant

5 Closing time

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

Class audio

New

Buddy's Beats rap: /g/ CD2 track 35 TB p89

Remember

Let's Tidy Up! song CD2 track 33 TB p89

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 /g/.

Dex Whispers game TB p211

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

Digital Resources Centre

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

tidy, messy

» Let's Tidy Up! song  CD2 track 33 TB p89

- Put the flashcards in the wallhanging, facing outwards, or around the classroom. Say *Let's listen to a song*. Listen and point to the flashcards. Play the song. The children sing and do the actions.

Making Sets With Dex TB p211

- Use all the clothes flashcards and the tidy/messy flashcards.
- Pretend that Dex has dropped all the cards. Say *Oh no, Dex! Let's help Dex. Let's make sets*.
- Dex picks up the flashcards. As Dex picks up each one, elicit the correct word from the class. Ask *What is it?*
- Help the children decide which set each flashcard belongs to. Ask *Is it something you wear? Which set is it?*
- Place each flashcard into a pile, to create the sets.
- Invite a volunteer to the front of the class to select a card from each pile. Help them hold the cards next to each other to show the class. The class say the two words in combination: *tidy shoes!*
- Repeat with different volunteers.

3 Focus time

The /g/ sound

» Buddy's Sounds chant  CD1 track 6 TB p2

- Print the photocopiable grapheme /g/ flashcard. Put it in the wallhanging, facing outwards. Alternatively, write /g/ on the board.

- Play the Buddy's Sounds chant. Say *Today, Buddy can hear some /g/ sounds*. The children repeat /g/ several times.

» Discover With Me  CD1 track 3 TB p2

- Put the /g/ word flashcards (*grandad, granny and green*) 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 (*Grandad*). *It's (grandad)*. Repeat and point to the (grandad) flashcard. The children point to the flashcard and say the word. Replace in the wallhanging, facing outwards.
- Repeat with all the /g/ words.

» Buddy's Beats rap: /g/  CD2 track 35 TB p89

- Put the /g/ word flashcards around the classroom.
- Play or say the Buddy's Beats rap: /g/. The children listen for the /g/ 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.

Suggested actions:

green: *Point to something green.*
granny: *Pretend to dig in the garden.*
grandad: *Pretend to lay the table.*

Tip

» Make A Sequence game

- Select two /g/ words and create a sequence: *grandad, green, grandad, green* and so on.
- Volunteers do the actions as the rest of the class say the words in sequence. Repeat with different volunteers and a different sequence.

Pass The Card game TB p210

- Put the /g/ 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.

4 Table time

» Photocopiable worksheet presentation TB p187

- Hold up the worksheet and say *Wow!* Point to the letter g. Say /g/. The children repeat /g/ several times. Say *Trace the /g/*. Demonstrate, using your finger to follow the tracing lines.
- Point to granny. Ask *Who is it?* Elicit the response *Granny*. Repeat for the other pictures. For each one, ask *Is it a /g/ sound?* Say /g/. (*Granny*.) Encourage the children to say *Yes, it is* or *No, it isn't*.
- Explain to the children that they will use a crayon to colour the /g/ words. Say *Use a crayon. Colour the /g/ words*. Demonstrate.
- Ask *How many /g/ sounds?* Count them with the children. Say *Circle*. Demonstrate, using your finger to circle the number 2.

» Table Time chant  CD1 track 5 TB p2

» Photocopiable worksheet activity TB p187

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

Buddy's Beats rap: /g/  CD2 track 35 TB p89

- Play the Buddy's Beats rap and point to the /g/ word 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



5: Dex's values lesson

Language focus

be helpful, lay the table, tidy up

Aims

- To identify and respond to expressions about being helpful.
- To recognise what we can do to be helpful.

Materials

- Puppet
- Wallhanging
- Flashcards: family; *grapheme /g/, granny, grandad, green*
- Class CD2
- Unit 5 storycards
- Pupil's Book worksheet [PB p61](#)
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine
Dex's Word of the Day

2 Remember time The /g/ sound

Buddy's Beats rap: /g/
What's Missing? game

3 Focus time Being helpful

Let's Tidy Up! story
Guess The Action game
Stamp, Stomp! game
Action Sequences game

4 Table time

Worksheet presentation
Table Time chant
Worksheet activity
Tidy Up chant
Fold Your Arms chant

5 Closing time

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

Class audio

Remember

Buddy's Beats rap: /g/ [CD2 track 35 TB p89](#)

Let's Tidy Up! story [CD2 track 32 TB p88](#)

Extra activities

Dex Whispers game [TB p211](#)

Whisper a value phrase around the class to see if it changes.

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

The children put thumbs up or thumbs down, depending on whether they can do what you say.
Use *I can (lay the table/tidy up) at (home/school).*

Digital Resources Centre

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 /g/ sound

» Buddy's Beats rap: /g/  CD2 track 35 TB p89

- The children do the rap and the actions.

What's Missing? game TB p209

- Put the family flashcards in the wall hanging, facing outwards. Count them with the class.
- The children cover their eyes. Secretly remove the granny flashcard.
- 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 (granny)!* or *(Granny) is missing.*
- Repeat with grandad, and any other family words if you wish to continue the game for longer.

3 Focus time

Being helpful

» Let's Tidy Up! story  CD2 track 32 TB p88

- Retell the whole story.
- Use Let's Tidy Up! storycards to introduce the lesson value *being helpful*.
- Show the children storycard 1. Ask *What is Dex doing?* Elicit that he is tidying up books and stickers. Say *Dex is being helpful. Who does he help?* Elicit the response *Mummy*. Repeat with storycards 2 (blocks and cars; Daddy) and 3 (ball and scooter; Grandad and Granny).

- Talk to the children about being helpful. Explain that it is good to be helpful because it helps others and it makes you feel good, too. Ask the children what they do to be helpful. Elicit ideas about ways of being helpful. Ask *Can you (tidy up/lay the table)? Can you help at (home/school)?* Rephrase children's answers. Encourage them to say *I can tidy up at school. I can lay the table at home.* Use the actions.

Suggested actions:

tidy up: *Pretend to pick something up and place it in front of you.*

lay the table: *Extend your arm outwards as if smoothing down a table.*

Tip

» Guess The Action game

- A volunteer does the action for (tidy up).
- Ask the class *What is it?* Children guess the word. Elicit *It's tidy up.* or *I can tidy up.*
- Repeat with *lay the table* and different volunteers.

» Stamp, Stomp! game TB p206

- The children walk in a circle, stomping their feet. Say *Stamp, stomp, stamp, stomp! ... I can tidy up!* The children stop walking, repeat and do the action for (tidy up)! Repeat with *lay the table*.

Action Sequences game TB p208

- Use toy and classroom object actions or real toys and classroom objects to play this game.
- Invite a few volunteers to the front of the class. Say *I can tidy up the (car, blocks and doll)!* The volunteers do the actions for (car, block and doll) in the order that you say them. Alternatively, they can pick up a real (car, block and doll) from a pile and place them on a table or in a box, as if tidying them away.
- Repeat but, this time, invite a new volunteer to the front of the class to say a sentence: *I can tidy up the pencils and crayons.*
- Repeat with different volunteers.

4 Table time

» Pupil's Book worksheet presentation PB p61

- Point to the photo of the boy on the top left of the worksheet. Say *He is being helpful. What is he doing?* Elicit the response *Tidy up*. Point to the photo of the girl on the bottom left. Say *She is being helpful. What is she doing?* Elicit the response *Lay the table*.
- Point to the photo of the living room on the top right. Ask *Where is it?* Elicit the response *Home*. Point to the photo of the classroom on the bottom right. Ask *Where is it?* Elicit the response *School*.
- Point to the photo of the (boy). Ask *Where is (he)?* Elicit the response *(School.)* Say *Match*. Demonstrate, using your finger to match the photos of the (boy) and the (classroom). Repeat with the photos of the girl and the living room.
- Point to the photo of the boy. Ask *Do you (tidy up)? Yes? Use a yellow crayon. Colour.* Demonstrate. Repeat with the photo of the girl. The children colour the frames of the actions they do.

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB p61

- Hand out the worksheets. Say *Match and colour*. Circulate, check and provide feedback. Ask questions to encourage one-to-one communication *What is (he) doing? Do you (tidy up)?*

» 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

brother, shoes, sleeps, trousers

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: *brother, shoes, trousers*
- Class CD2
- Pupil's Book worksheet [PB p63](#)
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine
Dex's Word of the Day

2 Remember time Being helpful

Stand Up If ...! game
Copy My Voice game

3 Focus time Nursery rhyme

Diddle, Diddle, Dumpling
nursery rhyme
Nursery rhyme video
Stamp, Stomp! game
Complete The Rhyme game

4 Table time

Worksheet presentation
Table Time chant
Worksheet activity
Diddle, Diddle, Dumpling
nursery rhyme
Tidy Up chant
Fold Your Arms chant

5 Closing time

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



Class audio

New

Diddle, Diddle, Dumpling nursery rhyme

CD2 tracks 36/37 TB p89



Extra activities

Dex Whispers game [TB p211](#)

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

Playground game: Ring Game [TB p213](#)

Children stand in a circle, with a long piece of string around them, and secretly pass a ring along the string. 'Mummy' stands in the middle, and when she sees the ring says *Stop! Mummy's ring!*



Digital Resources Centre

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

Being helpful

» Stand Up If ...! game TB p207

- Say *Let's play! Stand up if ... you (lay the table)!* The children who (lay the table) stand up and say (*Lay the table!*). Count the children who stand up. Repeat with *tidy up*.

Increase challenge by adding toys and classroom objects with *tidy up*, for example: *Stand up if you ... (tidy up crayons)!*

Tip

Copy My Voice game TB p207

- Say *I can lay the table* using different tones or qualities of voice. Children repeat the phrase you say, copying your voice. Repeat with *I can tidy up*.

3 Focus time

Nursery rhyme

» Diddle, Diddle, Dumpling nursery rhyme

 CD2 tracks 36/37 TB p89

- Draw a bed on the board with a stick boy next to it. Say *Look! My brother, John*. Show the children the brother flashcard to support understanding.
- Elicit what people wear in bed. Ask *Do you wear shoes? Do you wear trousers? No!* Show the children the *shoes* and *trousers* flashcards to support understanding.

- Put the three flashcards around the classroom. Say *Let's listen to a nursery rhyme*. Say the nursery rhyme rhythmically, pausing after the lines that include words with flashcards. The children point to the flashcards.
- Say the nursery rhyme again and demonstrate 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:

goes to bed: *Place hands to one side of face.*

with his trousers on: *Point to your legs.*

one shoe off: *Point to one shoe and move hand away from it.*

one shoe on: *Move hand towards other shoe and point.*

Tip

Nursery rhyme video

- Watch the video of children singing the nursery rhyme.
- Join in with the nursery rhyme and the actions.

» Stamp, Stomp! game TB p206


- The children walk in a circle, stomping their feet. Say *Stamp, stomp, stamp, stomp! ... (goes to bed)!* The children stop walking, repeat the phrase and do the action for (goes to bed). Repeat with the other phrases: *with his trousers on, one shoe off, and one shoe on*.

Complete The Rhyme game

- Say the Diddle, Diddle, Dumpling nursery rhyme rhythmically, pausing at the end of each line for the children to say the last word.
- Say *Complete the rhyme! Diddle, diddle, (pause)*. Encourage children to say *... dumpling!* Say *My brother (pause)*. Children say *... John!* Continue until you have completed the rhyme together.
- Use Dex to praise the children if they can remember what to say. Dex nods enthusiastically and says *Wow! Yes, very good!*

4 Table time

» Pupil's Book worksheet presentation

 CD2 track 37 PB p63

- Present the worksheet. Point to (John's face). Ask *Who is it?* Elicit the response (*My brother, John*). Repeat with the *trousers* and *shoes*.
- Point to the blank (triangle). Ask *What shape is it?* Elicit the response (*Triangle*). Say *Yes! Triangle*.
- Say *Let's listen and look. What is in the nursery rhyme?* Sing, say or play *Diddle, Diddle, Dumpling* to remind the children. Ask *Which (triangle)?* Elicit that John is asleep, and point to the triangle on the right of the worksheet. Say *Match*. Demonstrate, using your finger to match the triangle on the right and the blank triangle.
- Repeat with the square (on the left; John is in his trousers, not his pyjama trousers) and the circle (also on the left; John is wearing one shoe, not two).

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB p63

- Hand out the worksheets. Say *Match*. Circulate, check and provide feedback. Ask questions to encourage one-to-one communication *What's is it? Which shape?* Prompt with lines from the nursery rhyme, if necessary *Goes to sleep / with his trousers on / one shoe off and one shoe on*.

Diddle, Diddle, Dumpling nursery rhyme

 CD2 track 37 TB p89

- Sing, say or play *Diddle, Diddle Dumpling* and point to the clothes 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

Can I help?, Yes, you can.

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: family members; toys
- Unit 5 storycards
- Class CD2
- Pupil's Book worksheets [PB pp65–66](#)
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine
Dex's Word of the Day

2 Remember time Nursery rhyme

Diddle, Diddle, Dumpling
nursery rhyme
Complete The Rhyme game

3 Focus time Dex's role play

Let's Tidy Up! story
Sequencing Dex's story
Dex's role play

4 Table time

Worksheet presentation
Table Time chant
Worksheet activity
Tidy Up chant
Fold Your Arms chant

5 Closing time

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

Class audio

New
Dex's role play CD2 tracks 38/39

Remember
Diddle, Diddle, Dumpling nursery rhyme
 CD2 track 36 TB p89
Let's Tidy Up! story CD2 track 32 TB p88

Extra activities

Dex's role play extension CD2 track 38
Children do the complete role play in pairs.

Action Sequences game TB p208
Use toy and classroom object actions, or real toys and classroom objects. Say *I can tidy up the (car, crayon and pencil)!* Volunteers either do the actions or tidy up real items for (car, crayon and pencil), in order. Repeat, with volunteers saying different sentences.

Digital Resources Centre

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

» Diddle, Diddle, Dumpling nursery rhyme

 CD2 track 36 TB p89

- Ask *Can you remember the nursery rhyme?*
- Play Diddle, Diddle, Dumpling and do the actions.

Complete The Rhyme game

- Say the Diddle, Diddle, Dumpling nursery rhyme rhythmically, pausing at the end of each line for the children to say the last word.
- Say *Complete the rhyme! Diddle, diddle, (pause).* Encourage children to say ... *dumpling!* Say *My brother (pause).* Children say ... *John!* Continue until you have completed the rhyme together.
- Use Dex to praise the children if they can remember what to say. Dex nods enthusiastically and says *Wow! Yes, very good!*

3 Focus time

Dex's role play

» Let's Tidy Up! story  CD2 track 32 TB p88

- Retell Let's Tidy Up! 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.

» 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.

» Dex's role play  CD2 tracks 38/39

- CD2 track 38 First play the role play presentation, using the mummy flashcard: *Hello, Mummy. Can I help? Yes, you can!* Say *Listen carefully.* Repeat several times.
- CD2 track 39 Now play the role play practice: *Hello Can I help? Yes, you can.* Say *Let's listen and remember.* The children complete the gap with the word *Mummy.* Use the Mummy 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 role play the dialogue for the class.

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

4 Table time

» Pupil's Book worksheet presentation

 CD2 track 32 PB pp65–66

- Present the worksheet and 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 dashes – cut here. Cut carefully. Look at the dots – 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 pp65–66

- 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. 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 emotion. 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

mummy, daddy, brother, sister, granny, grandad, tidy, messy

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: mummy, daddy, brother, sister, granny, grandad, tidy, messy, grapheme /g/, green
- Class CD2
- Pupil's Book worksheets PB pp67–68
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine
Dex's Word of the Day

2 Focus time

My Family song
Dex's Pick
Let's Tidy Up! song
Buddy's Beats rap: /g/
Nursery rhyme
Guess The Action game
Making Sets With Dex game

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 Family song CD2 track 30 TB p89
Let's Tidy Up! song CD2 track 33 TB p89
Diddle, Diddle, Dumpling nursery rhyme
 CD2 track 37 TB p89
Buddy's Beats rap: /g/ CD2 track 35 TB p89

Extra activities

Sharing Family Photos

Look at any family photos the children have brought in. Share them with the class. Ask each child *Who is it?* Encourage the child to say *It's (Mummy)*. The rest of the class repeats *(Mummy)*. Ask questions *Do you help (Mummy)? What do you tidy up?*

Digital Resources Centre

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

» My Family song  CD2 track 30 TB p89

- Put the family flashcards around the room. Say *Let's listen to a song*. Listen and point to the flashcards. Play the song. The children sing and do the actions.

Dex's Pick TB p208

- Use the unit vocabulary, concept and /g/ 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!*

» Let's Tidy Up! song  CD2 track 33 TB p89

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

» Buddy's Beats rap: /g/  CD2 track 35 TB p89

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

» Diddle, Diddle, Dumpling nursery rhyme

 CD2 track 37 TB p89

- Ask *Can you remember the nursery rhyme?*
- Play the nursery rhyme and demonstrate the actions.
- The children sing the nursery rhyme and do the actions.

Guess The Action game TB p209

- Use family, tidy/messy and /g/ word flashcards.
- Select a volunteer. Give them a flashcard of (tidy) and ask them to do the action.
- Ask the class *What is it?*
- Children guess the word. Elicit *It's tidy*.
- Repeat with all the flashcards and different volunteers.

Making Sets With Dex game TB p211

- Use family flashcards and two sets of flashcards from earlier in the course, e.g. toys and house flashcards.
- Pretend that Dex has dropped all the cards. Say *Oh no, Dex! Let's help Dex. Let's make sets*.
- Dex picks up the flashcards. As Dex picks up each one, elicit the correct word from the class. Ask *What is it?*
- Help the children decide which set each flashcard belongs to. Ask *Is it family? Is it (toys)? Which set is it?*
- Place each flashcard into a pile, to create the sets.

3 Table time

» Pupil's Book review worksheet presentation PB p67

- Present the worksheet and say *Who's missing?* Elicit the family members that are on the missing picture pieces. Explain that the children will complete the picture with the Unit 5 stickers.
- Go to the sticker page. Point to each sticker and ask *What is it?* Elicit the family 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 5 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 review worksheet activity PB p67

- 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, *Who is missing? What colour is Dex's star?*

» Pupil's Book progress worksheet presentation PB p68

- 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 p68

- Say *Turn the page*. Say *Think and draw*. Ask questions to help children to evaluate their progress.
- When the children have finished, ask them to put their hands up. Write comments and sign the children's completed worksheet.

» 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

aunt, baby, cousin, uncle

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: *aunt, baby, cousin, uncle, mummy, daddy, brother, sister, granny, grandad*
- Class CD2
- Photocopiable worksheet [TB p188](#)
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine
Dex's Word of the Day

2 Remember time Family

Discover The Flashcards game
Point with Dex game

3 Focus time Family PLUS

Discover With Me
Dex's Dino Stomp
My Family PLUS song
Stop! game

4 Table time

Worksheet presentation
Table Time chant
Worksheet activity
My Family 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 Family PLUS song  [CD2 track 41](#) [TB p89](#)

Dex's Dino Stomp  [CD2 track 40](#) [TB p2](#)



Extra activities

Action Sequences game [TB p208](#)

Volunteers do the actions for family words according to the sequence you and the rest of the class say.

Copy My Voice! game [TB p207](#)

Children repeat the family word you say, copying your voice.



Digital Resources Centre

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

Family

Discover The Flashcards game TB p208

- Put the family 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.

» Point With Dex game TB p206

- Put the family flashcards in the wallhanging, facing outwards, or around the classroom.
- Dex and the children point to the flashcard you say. Repeat with all the flashcards.

3 Focus time

Family 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 (family)!* 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 *(Baby). It's (baby).* 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:

aunt: Pretend to rock a baby in your arms.

baby: Pretend to rub your eyes.

cousin: Pretend to ride a bicycle.


uncle: Pretend to drive a car.

Tip

» Dex's Dino Stomp  CD2 track 40 TB p2

- Put the 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 the song and do the actions. Say *Again!* Repeat.

Review My Family before singing My Family PLUS **Tip**

 CD2 track 30 TB p89

» My Family PLUS song  CD2 track 41 TB p89

- Put the vocabulary PLUS 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 story again. The children do the actions.
- Play the story a third time. The children sing and do the actions.

The karaoke version of My Family PLUS is

 CD2 track 42

Tip

Stop! game TB p206

- Play Stop! to practise all ten family words.
- Say *Let's play Stop! Stand up!*
- Say *(Baby)! or It's (baby)!* The children repeat the action for (baby) until you say *Stop!*, when they have to stay very still. Repeat with all the unit vocabulary.

4 Table time

» Photocopiable worksheet presentation TB p188

- Present the worksheet. Point to the (uncle) on the left. Ask *Who is it?* Elicit the response (*Uncle.*) Say *There are two (uncles). Where is the other (uncle)?* Point to the (uncle) in the main picture. Say *Match the (uncles).* Demonstrate, using your finger to match the (uncles). Repeat with *aunt, cousin* and *baby*.
- Say *Use the crayons. Colour the (uncles).* Demonstrate. Repeat with *aunt, cousin* and *baby*. Use a different colour for each pair.
- Point to a present in the main picture. Say *Look! It's a present!* Ask *How many presents?* Count the presents with the children. Say *Circle.* Demonstrate, using your finger to circle the number 4.

» Table Time chant  CD1 track 5 TB p2

» Photocopiable worksheet activity TB p188

- Hand out the worksheets. Say *Match, colour and count.* Circulate, check and provide feedback. Ask questions to encourage one-to-one communication *Who is it? Is it (baby)? What colour is (aunt)? How many presents?* When the children have finished, ask them to put their hands up.

» My Family PLUS song  CD2 track 41 TB p89

- Sing My Family PLUS and point to the family members 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



PLUS Project 1: Discover Maths

Project focus: Measuring

Language focus

Classroom objects: *book, chair, crayon, pencil, sticker, table*

Toys: *hoop, puzzle, robot, train, ball, blocks*

Body: *arms, hands, head, legs, toes, tummy*

Other: *tally, numbers 1–6*

Classroom language

Let's measure.

How many feet?

What is it?

This is a (table)

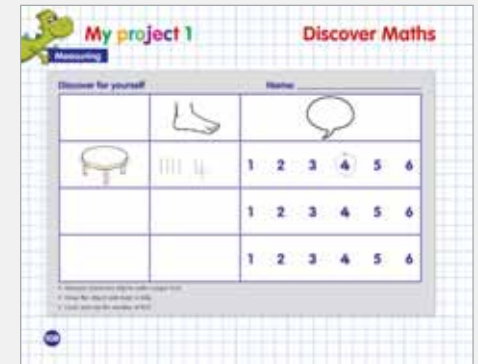
Tally.

Aims

- To understand measuring.
- To observe and record.
- To follow instructions.
- To participate and collaborate.
- To use English to measure objects.
- To complete a home project.

Materials

- Classroom objects, toys and body flashcards
- Cut-outs of foot shapes (draw the outline of your foot, photocopy it and cut it out – you need enough for the whole class)
- Measuring tools (or pictures of measuring tools): ruler, tape measure, weighing scales, clock, etc.
- Paper and pencils, crayons, chalks or paint
- Project 1 worksheets [PB p107–108](#); [TB p198](#)



At a glance

1 Getting started

Introduce measuring
Measuring tools

2 Doing the project

Introduce the project
Measuring and tallying
Pupil's Book worksheet
presentation
Pupil's Book worksheet
activity
Representing the project

3 Presenting the project

Presentation model
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4 Investigating further

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5 Final display

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Detailed lesson plan

1 Getting started

Introduce measuring

- Discuss what people measure and why it is useful.
- Explain that you can measure different things, for example, length, weight and time.

Measuring tools

- Show and discuss your selection of measuring tools. Discuss what each tool is designed to measure.
- Explain that, a long time ago, people didn't have rulers or tape measures. Instead, they used parts of their body to measure objects. Ask children to guess which part of the body people used. Encourage them to give reasons and explanations.

2 Doing the project

Introduce the project

- Explain that the class will measure the length of objects using a foot measure.
- Show the cut-out foot shape you have made. Elicit *toes*, *foot* and *feet*.
- Discuss ideas of what to measure in the classroom, for example, tables, pens, blocks, body parts, etc.

Use the flashcards for classroom objects, toys and body parts to help the children to think of ideas. **Tip**

- Distribute the foot measures. Ask: *What is it?* Elicit the response *Foot!*

Children can place their own foot on the foot measure to compare size. Discuss and conclude that the foot measure is an adult size. **Tip**

- Say: *Use crayons. Colour the foot.* Demonstrate. The children colour the foot.

Measuring and tallying

- Demonstrate how to use the foot measure. Put one foot measure on the table or floor. Ask *How many?* Elicit the response *One*. Put out two foot measures. Say *One foot. Two feet*. Emphasise 'feet'. Ask *How many feet?*

Encourage the response *Two feet*. Repeat with different numbers of measures, up to six.

- Explain that a tally is a way of recording a number whilst you are counting it. Say *Let's count!* Count from one to six with the children, slowly. Tally the numbers on the board.

Repeat as often as necessary, so that the children understand how to tally using vertical lines (for 1–4), a horizontal line (for 5) and space + an additional vertical line (for 6). **Tip**

Pupil's Book worksheet presentation PB p108

- Hold up the worksheet and say *Let's measure!*
- Point to the foot measure. Ask *What is it?* Elicit the response *Foot!* Point to the tally. Ask: *What is it?* Elicit the response *Tally!* Point to your tally on the board to indicate it is the same thing.
- Point on the worksheet to the drawing of a table and say *Let's measure a table*. Select a table in the classroom. Ask *How many feet?* Measure the table, using the foot measure. Count with the children *1, 2, 3, 4*. Say *Four! (Four) feet*. Point to the columns and say, in turn *Draw. Tally and Circle*. Say *Now say the number*. The children say: *Four!*

Count to the nearest full foot. **Tip**

- Say *Now you. You can measure!* Point to the left-hand column. Say *Think! What can I measure? Use a pencil. Draw*. Point to the middle column. Say *How many feet? Tally*. Point to the right-hand column. Say *How many feet? Circle the number*.

Pupil's Book worksheet activity PB p108

- Hand out the worksheets. Say *Let's work!* Circulate, check and provide feedback. Ask questions to encourage understanding and communication *What is it? How many feet? What colour is it?*

Representing the project

- Tell the children they are going to draw a picture about the measuring project they have done. Ask them to focus on one object they measured.
- Give the children paper, pencils, crayons, chalks or paints. The children do their drawings.

3 Presenting the project

Presentation model

- Use a completed worksheet to provide a language model for presenting the children's worksheets. Point to the table picture and say *This is a table*. Point to the tally and say *This is the tally: (Four) feet*. Point to the number (four) and say *This is the number: Number (four)*.
- Use a completed drawing to provide a language model for presenting the children's drawings. Point to the drawing and say, for example, *This is a foot measure. This is a table. The table is four feet*.

Children's presentations

- Invite volunteers to present their measurements. Help them to use the language model described above.

Display of work

- Create a display of the children's worksheets and drawings.

4 Investigating further

Home project TB p198

- Praise the children and affirm that they now know how to measure objects!
- Present the worksheet for the home project. Tell the children that they will measure three objects at home, including their bed (width). They will draw, tally and circle the number of feet. Explain that they must ask their family or carer to help them.
- Go through the process again, step by step.
- Hand out the worksheets. Give a time limit for the children to complete their home project.

5 Final display

Review and discussion

- When the children have completed their home projects, review their work and talk together about what they did. Use English as much as you can.
- Talk about the different objects they measured at home, and what they discovered.

Final display

- Add children's work to the existing display.
- Encourage teachers, pupils and parents to visit the displays.



PLUS Project 2: Discover Art

Project focus: Patterns

Language focus

Clothes: *coat, hat, shoes, socks, T-shirt, trousers*

Concepts: *big, small, circle, square, triangle*

Other: *pattern, line, curved, dotted, spiral, swirly, star, zigzag, colours*

Classroom language

Let's make a pattern.

What shape/colour/pattern is it?

This is a (T-shirt) pattern.

Aims

- To understand patterns.
- To observe and record.
- To follow instructions.
- To participate and collaborate.
- To use English to create patterns and patterned clothes.
- To complete a home project.

Materials

- Clothes, concept and colours flashcards
- Selection of photos of clothes from magazines, catalogues, the internet, etc, showing different patterns
- Colour image of Picasso's painting 'Seated Harlequin' or other image with pattern
- Paper, pencils, crayons, coloured chalk
- Optional: paints and potato prints
- Project 2 worksheets [PB pp109–110](#); [TB p199](#)



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1 Getting started

Introduce patterns
Picasso's 'Seated Harlequin'

2 Doing the project

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Copying a pattern
Pupil's Book worksheet presentation
Pupil's Book worksheet activity
Creating a pattern

3 Presenting the project

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4 Investigating further

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5 Final display

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Detailed lesson plan

1 Getting started

Introduce patterns

- Discuss patterns. Where do we find patterns? Patterns are found everywhere, at home and school: on soft furnishings, book covers, etc.
- Explain that we often find patterns on clothes, and this is part of what makes them different and interesting. Ask the children if they have a favourite item of patterned clothing, and invite volunteers to describe it.

Use the clothes, concept and colours flashcards to aid discussion. **Tip**

Picasso's 'Seated Harlequin'

- Explain that patterns are made up of shapes and colours.
- Show the children an image showing an item of clothing with a clear pattern on it. Picasso's 'Seated Harlequin' is ideal. Describe the pattern. Point to a (black square) on the costume. Ask *What shape is it?* Elicit the response (*Black*). Say *Yes! A (black colour)*. Point to a (blue square). Ask *What shape is it?* Elicit the response (*Blue*). Say *Yes! A (blue colour)*. Point to the pattern. Say *Look! A pattern! (Black square, blue square, black square, blue square ...)*. The children repeat after you.
- Say: *Use the (black and blue) crayons. Draw the pattern.* The children replicate the pattern used in the painting.

If time allows, you can ask the children to create other patterns using different coloured squares. **Tip**

2 Doing the project

Introduce the project

- Explain that the children will draw and colour a patterned item of clothing. Discuss ideas about what they can create.

Copying a pattern

- Look around the room, at the dolls, toys, the children's clothes and your own clothes. Highlight the patterns and talk about them. Choose a pattern to copy with the children.

- Draw a T-shirt on the board. Say *Let's make a pattern.* Copy the pattern you have selected on to the T-shirt. Say *Look at the pattern!*

Pupil's Book worksheet presentation PB p110

- Hold up the worksheet and say *Wow! Let's make patterned clothes!* Point to the patterns in the border.
- Describe each pattern: squares (big, small), circles (big, small), lines (curved, straight, dotted, wavy), zigzag, triangle, star. Use different coloured chalk and talk about colours, too.
- Say *Let's copy a pattern. Find a pattern and copy.* Help the children find patterns to copy.
- Point to the empty frame. Say *Draw clothes.* Look at your pattern and copy.

Pupil's Book worksheet activity PB p110

- Hand out the worksheets. Make sure each child, pair or table has a pattern to copy. Say *Let's work!* Circulate, check and provide feedback. Ask questions to encourage understanding and communication *What is it? What pattern is it? What colour is it?*

Creating a pattern

- Tell the children they are going to invent a pattern. Tell them they can use their imaginations. They can use any shape or colour.
- Give the children materials to create a pattern and explain what to do. They can: make a print using paints and potato prints, draw, colour or paint.

3 Presenting the project

Presentation model

- Use the patterned T-shirt on the board to provide a language model for presenting patterned clothes. Point to the T-shirt and say: *This is a (T-shirt)*. Point to the patterns and say: *This is a pattern: (red) (star), (blue lines), etc.*

Children's presentations

- Invite volunteers to present their copied and invented patterns. Help them to use the language model above.

Display of work

- Create a display of the children's worksheets and drawings/paintings. Include a short written explanation for visitors to read.

4 Investigating further

Home project TB p199

- Praise the children and affirm that they now know how to create patterns and patterned clothes!
- Present the worksheet for the home project. Tell the children that they will colour the patterns on the home worksheet. Then, they will look for more patterns to draw, or cut out and stick. Explain that they must ask their family or carer to help them.
- Go through the process again, step by step.
- Hand out the worksheets. Give a time limit for the children to complete their home project.

5 Final display

Review and discussion

- When the children have completed their home projects, review their work and talk together about what they did. Use English as much as you can.
- Talk about the different patterns they made and found at home.

Final display

- Add children's work to the existing display of patterns.
- Encourage teachers, pupils and parents to visit the displays.



PLUS Project 3: Discover Science

Project focus: Sounds

Language focus

Farm animals: *chick, chicken, cow, duck, goat, sheep*

Transport: *bike, boat, bus, car, plane, train*

Concepts: *noisy, quiet*

Classroom objects (Plus): *door*

Body (Plus): *feet*

Other: *noise scale, sounds table*

Classroom language

Is it noisy or quiet?

What is it?

Listen to the sound.


It's a (chick).

The (chick) is (quiet).

Aims

- To understand noisy and quiet sounds.
- To observe and record.
- To follow instructions.
- To participate and collaborate.
- To use English to complete a sounds table.
- To complete a home project.

Materials

- Farm animals, transport and concept flashcards
- Completed noise scale [TB pp200–201](#)
- Gloves
- Audio of noisy and quiet sounds  [CD3 track 44](#)
- Paper, pencils, crayons, coloured chalk
- Project 3 worksheets [PB pp111–112](#); [TB p202](#)



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Noise scale

2 Doing the project

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presentation
Pupil's Book worksheet
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Representing the project

3 Presenting the project

Presentation model
Children's presentations
Display of work

4 Investigating further

Home project

5 Final display

Review and discussion
Final display

Detailed lesson plan

1 Getting started

Introduce sounds

- Discuss sounds. Where do we hear sounds? Sounds are all around us. Some are noisy and some are quiet.

Use the noisy and quiet flashcards to remind the children about these concepts.

Tip

- Ask the children to close their eyes for a minute and to listen carefully to the sounds around them. What can they hear? Perhaps they can hear children in the next classroom, a teacher's voice, the sound of the lights humming, cars outside, etc. Ask if the sounds are noisy or quiet. Explain that many sounds will be quiet because they are far away. Sounds that come from nearby are noisier.

Noise scale

- Show the children your completed noise scale. Ask: *What is it?* Elicit ideas. Explain that the noise scale indicates if a sound is quiet (green), normal (orange) or noisy (red).
- Show the children your gloves. Ask if they think it will be noisy or quiet if you clap with the gloves on. Elicit ideas. Put the gloves on and clap your hands. Ask *Is it noisy or quiet?* Elicit the response *Quiet!* Move the pointer on the noise scale to green.
- Ask the children if they think it will be noisy or quiet if everyone claps together. Elicit ideas. Instruct the whole class to clap. Ask *Is it noisy or quiet?* Elicit the response *Noisy!* Move the pointer on the noise scale to red.
- Repeat with various actions in the classroom: a door opening, a door slamming, a chair being pulled back, a book falling, hitting a drum, knocking two blocks together. Confirm that some are noisy and some are quiet.
- Divide children into green (quiet), orange (normal) and red (noisy) groups. Choose a sound for the children to make. Call out the colours one by one. Each group makes the sound at the group's level: quiet, normal or noisy. You can clap, make animal noises, say 'hello', etc.


The children make a noise scale as part of their home project (see below). However, they can do this activity here, if you prefer.

Tip

2 Doing the project

Introduce the project

- Explain that the children will listen to a series of sounds. They will complete the sounds table by colouring the boxes red if the sound is noisy, or green if it is quiet.

Pupil's Book worksheet presentation  CD3 track 44 PB p112

- Hold up the worksheet and say *Let's listen to sounds!*
- Point to the pictures of Dex. Ask *Who is it?* Elicit the response *Dex!* Point to the top picture of Dex. Ask *Is it noisy or quiet?* Elicit the response *Quiet*. Repeat with the bottom picture of Dex.
- Point to the [chick] in the top row. Ask *What is it?* Elicit the response *(Chick)*. Repeat with the other items.

Help the children with any unfamiliar words, for example, bicycle, door and/or feet.

Tip

- Say *Listen to the sound*. Play the sound of the (chick) and pause. Ask *Is it noisy or quiet?* Elicit the response *(Quiet.)* Say *Yes. Colour the box (green)*. Demonstrate. Repeat with the door.

Pupil's Book worksheet activity PB p112

- Hand out the worksheets. Say *Let's listen!* Play the sounds. The children complete the sounds table by colouring the boxes red for noisy or green for quiet.

Representing the project

- Tell the children they are going to draw a picture to show what they have learnt about sounds. Ask them to draw something they have discovered is noisy and something they have discovered is quiet.
- Give the children paper, pencils, crayons, chalks or paints. The children do their drawings.

3 Presenting the project

Presentation model

- Use a completed worksheet to provide a language model for presenting the sounds activity. Point to the (chick) and say: *It is a (chick)*. Point to the (green) box and say: *It is (quiet)*.
- Repeat with a completed drawing: *This is a chick and a car. The chick is quiet. The car is noisy.*

Children's presentations

- Invite volunteers to present their worksheets and drawings. Help them to use the language models above.

Display of work

- Create a display of the children's worksheets and drawings. Include a short written explanation for visitors to read.

4 Investigating further

Home project TB p202

- Praise the children and affirm that they now know how to identify noisy or quiet sounds, and how to complete a sounds table!
- Present the worksheet for the home project. Tell the children that they will create a noise scale from their home worksheets. They will then listen to different sounds and use the noise scale to indicate if the sounds are noisy or quiet. Finally, they will draw the noisy and quiet objects on their home worksheet. Explain that they must ask their family or carer to help them.

If you prefer, you can have the children make the noise scale in class, in the 'Doing the project' section above.

Tip

- Go through the process again, step by step.
- Hand out the home worksheets. Give a time limit for the children to complete their home project.

5 Final display

Review and discussion

- When the children have completed their home projects, review their work and talk together about what they did. Use English as much as you can.
- Talk about the different sounds they listened to at home. Were they noisy or quiet?

Final display

- Add children's work to the existing display of worksheets and drawings.
- Encourage teachers, pupils and parents to visit the displays.