1 Unit overview

Vocabulary
classroom, dining room, gym, library, playground, toilet

Vocabulary PLUS
children, cook, head teacher, teacher

Sound
/p/

Concepts
in, on, under

Value
Playing together

Key structure
Is Dex in the (gym)?
Yes, he is.

In this unit, Dex discovers school with his friends Meg and Charlie. They play hide and seek together around the school. Dex and the children love playing together! But where will Meg and Charlie finally find Dex hiding?

As well as learning about the value of playing together, the story introduces pupils to different prepositions of place: *in*, *on* and *under*. They also practice the sound /p/ and sing the British nursery rhyme *This Is The Way I Wash My Hands*.

Pupils learn words for rooms around the school, with speaking practice during Dex's role play, when more able pupils also have the opportunity to produce the structure *Is (Dex) in the …?*

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

Story Where's Dex? CD1 18

Storycard 1

Narrator: Meg, Charlie and Dex are in the playground. They are playing hide and seek.
Dex: You count. I hide!
Charlie: OK. Let's start, Meg.
Meg: OK!
Children: One, two, three, four, five, six, seven, eight, nine, ten!
Charlie: Dex! Ready or not, here we come!

Storycard 2

Meg: Where's Dex?
Charlie: Let's look!
Meg: Is Dex in the library?
Charlie: No, he isn't!
Meg: Come on! Let's find Dex. Let's look in the toilets.

Storycard 3

Meg: Where's Dex?
Charlie: Let's look!
Meg: Is Dex in the toilets?
Charlie: No, he isn't!
Meg: Come on! Let's find Dex. Let's look in the dining room.

Storycard 4

Meg: Where's Dex?
Charlie: Let's look!
Meg: Is Dex in the dining room?
Charlie: Yes, he is! Look!
Meg: Where?
Charlie: Look! Dex is under the table.
Meg: Yes! I can see … yellow, brown, red, green, blue and orange spots!
Charlie: Yes! It's Dex's tummy! Dex, come out! We can see you!

Storycard 5

Meg: Oh! It's not Dex!
Charlie: Oh! It's an umbrella!
Meg: Dex isn't in the dining room. Where is he?
Charlie: Come on! Let's find Dex. Let's look in the gym.

Storycard 6

Meg: Where's Dex?
Charlie: Let's look!
Meg: Is Dex in the gym?
Charlie: Yes, he is! Look.
Meg: Where?
Charlie: Look! He's in the box.
Meg: Yes! I can see … black, white, purple, pink, green …
Charlie: Yes, it's Dex's back! Dex, come out! We can see you!

Storycard 7

Meg: Oh! It's not Dex!
Charlie: Oh! They're balls!
Meg: Dex isn't in the gym. Where is he?
Charlie: Come on! Let's find Dex! Let's look in the classroom.

Storycard 8

Meg: Where's Dex?
Charlie: Let's look!
Meg: Is Dex in the classroom?
Charlie: Yes, he is! Look.
Meg: Where?
Charlie: Look! He's in the house. Dex, come out! We can see you!
Dex: I can't! Help!
Meg: Oh, Dex!
Charlie: You're too big!

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Songs

Vocabulary song

CD1 16 CD1 17

In My School

There's a classroom in my school
And a playground too
A classroom and a playground
In my school, in my school, in my school

There's a dining room in my school
And a toilet too
A dining room and a toilet
In my school, in my school, in my school

There's a gym in my school
And a library too
A gym and a library
In my school, in my school, in my school

Concepts song

CD1 19 CD1 20

Pencils Everywhere

Pencils here, pencils there
Pencils, pencils everywhere
In the box
And on the chair
Pencils, pencils everywhere

Pencils here, pencils there
Pencils, pencils everywhere
Under the table
And in my hair
Pencils, pencils everywhere

Pencils here, pencils there
Pencils, pencils everywhere
In, on and under, everywhere
Pencils, pencils everywhere
Arggh!

Nursery rhyme

CD1 22 CD1 23

This Is The Way …

This is the way I wash my hands
Wash my hands, wash my hands
This is the way I wash my hands
One, two, three!

This is the way I wash my face
Wash my face, wash my face
This is the way I wash my face
One, two, three!

This is the way I brush my hair
Brush my hair, brush my hair
This is the way I brush my hair
One, two, three!

This is the way I brush my teeth
Brush my teeth, brush my teeth
This is the way I brush my teeth
One, two, three!

Buddy's Beats rap: /p/

CD1 21

One, two, three
Say with me
/p/, /p/, /p/
/p/ playground!

One, two, three
Say with me
/p/, /p/, /p/
/p/ plane!

One, two, three
Say with me
/p/, /p/, /p/
/p/ pencil!

One, two, three
Say with me
/p/, /p/, /p/
/p/ potatoes!

Vocabulary PLUS song

CD1 28 CD1 29

In My School PLUS

There's a teacher in my school
And a busy cook too
A teacher and a cook
In my school, in my school, in my school

There's a head teacher in my school
And lots of children too
A head teacher and lots of children
In my school, in my school, in my school

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1: Vocabulary lesson

Language focus

classroom, dining room, gym, library, playground, toilet

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: *classroom, dining room, gym, library, playground, toilet;* numbers 1–10
- Class CD1
- Pupil's Book worksheet PB p7
- Digital resources – see below

At a glance

1 Opening time
- Hello song
- Opening routine
- Dex's Word of the Day

2 Remember time
Numbers 1–10
- Numbers song
- Yes/No game

3 Focus time
The school
- Discover With Me
- Dex's Dino Stomp
- In My School song
- Stop! game

4 Table time
- Worksheet presentation
- Table Time chant
- Worksheet activity
- In My School song
- Tidy Up chant
- Fold Your Arms chant

5 Closing time
- Closing routine
- Remember Dex's Word
- Reflection
- Goodbye song

Class audio

New

In My School song CD1 track 16 TB p9

Remember

Numbers song CD1 track 13 TB p3

Extra activities

Mix It Up! game

Each child is allocated a vocabulary item, and they jump when you call it out.

Thumbs Up, Thumbs Down! game TB p222

The children put thumbs up or down, depending on whether or not 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, sing the songs and present the worksheet.

Pupil's Digital Kit (PDK)

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

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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 pxxi

2 Remember time

Numbers 1–10

» **Numbers song** CD1 track 13 TB p3

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

Yes/No game TB p222

- Dex holds up a number flashcard. The children help you to guess the number by answering your questions: *Is it number (ten)?* Repeat with all the flashcards.

3 Focus time

The school

» **Discover With Me** CD1 track 3 TB p2

- Put the school 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 *(Playground). It's a (playground).* Repeat and demonstrate the action for the word. The children do the action and say the word. Repeat with all the school vocabulary.
- Practise the school words using the echo technique. Hold up a flashcard. Say *Look, it's a (playground), (playground), (playground), (playground).* Go from loud to quiet, Get the children to repeat the echo with you for each word, as Dex shows the flashcards.

Tip

Suggested actions:
classroom: *Pretend to draw.*
dining room: *Pretend to eat.*
gym: *Stretch your arms up high.*
library: *Pretend to read.*
playground: *Pretend to skip.*
toilet: *Pretend to wash your hands.*

» **Dex's Dino Stomp** CD1 track 15 TB p3

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

» **In My School song** CD1 track 16 TB p9

- Put the school flashcards around the classroom.
- Say *Let's sing 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.

Tip

The karaoke version of In My School is CD1 track 17

Stop! game TB p221

- Say *Let's play Stop! Stand up!*
- Say *(Classroom)!* or *It's a (classroom)!* The children do the action for (classroom).
- Say *Stop!* The children immediately stop doing the action. Dex holds his hand up, as if to say Stop! Dex praises the children who stay completely still, saying *Well done!*, *Excellent!* or *Good!*
- Repeat with all the school vocabulary.

4 Table time

» **Pupil's Book worksheet presentation** PB p7

- Present the worksheet. Say *Wow!* Point to the classroom. Ask *What is it?* Elicit the response *Classroom.* Repeat with the other school words.
- Point to the (classroom). Say *Use the (green) crayon. Colour the (classroom) (green).* Demonstrate. Repeat with all school vocabulary. Use a different colour for each frame.
- Point to Dex and the cutlery. Ask *Where is Dex?* Elicit the response *Dining room.* Say *Match.* Demonstrate, using your finger to match Dex and the dining room.
- Point to the dining room frame and to the Dex frame. Say *Use the same crayon. Colour.* Demonstrate colouring the Dex frame the same colour as the dining room frame.

» **Table Time chant** CD1 track 5 TB p2

» **Pupil's Book worksheet activity** PB p7

- Hand out the worksheets. Say *Colour and match.* Ask questions to encourage one-to-one communication. *What is it? What colour is it?*
- Pupils can complete the personalisation activity on the back of the worksheet. Say *Draw your hands. Count your fingers.*

» **In My School song** CD1 track 16 TB p9

- Sing In My School and point to the parts of the school 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 pxxi

» **Reflection** TB pxxix

» **Goodbye song** CD1 track 2 TB p3

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2: Story lesson

Language focus

classroom, dining room, gym, library, playground, toilet

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: *classroom, dining room, gym, library, playground, toilet*
- Class CD1
- Unit 1 storycards
- Pupil's Book worksheet PB p9
- Digital resources – see below

At a glance

1 Opening time
- Hello song
- Opening routine
- Dex's Word of the Day

2 Remember time
The school
- In My School song
- What's Missing? game

3 Focus time
Dex's story
- Story Time chant
- Where's Dex? story
- Is It Dex? game
- Where's Dex? game
- 1, 2, 3, Point! 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
- Goodbye song

Class audio

New
Where's Dex? story CD1 track 18 TB p8

Remember
In My School song CD1 track 16 TB p9

Extra activities

Dex Whispers game TB p226
Whisper a school word to a child. The children whisper the word to each other, until it has been around the whole class. At the end, is it the same?

Copy My Voice game TB p222
Say a school word using a different tone or quality of voice. The children repeat, copying your voice. Repeat with all the words.

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 practise the song, and do interactive activities.

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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 pxxi

2 Remember time

The school

» **In My School song** CD1 track 16 TB p9

- Put the school flashcards around the classroom.
- Say *Let's sing a song.* Demonstrate the actions. The children sing the song and do the actions. Say *Again! Let's do it again!* Repeat.

What's Missing? game TB p224

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

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.*

» **Where's Dex? story** CD1 track 18 TB p8

- Read or play Where's Dex?, one storycard at a time. See story audioscript on page 8. Ask questions to aid understanding, and discuss talking points. Use the prompts on the reverse of the storycards.
- Read or play the story again. The children join in and say the parts of a school. Help them by pausing in appropriate places.

Is It Dex? game

- Hold up storycard 4 and point to the umbrella under the table. Ask *Is it Dex?* Elicit the correct response: *No!*
- Ask *What is it?* Encourage children to say *Umbrella!* or *It's an umbrella!* Hold up storycard 5 and point to the umbrella.
- Repeat using storycards 6 and 7.
- Hold up storycard 8 and point to Dex. Ask *Is it Dex?* Elicit the correct response: *Yes!* Affirm *Yes! It's Dex. Dex is in the classroom.*

» **Where's Dex? game**

- Put the school flashcards into the wallhanging, facing out.
- Select a flashcard and hide Dex behind it. Ask *Where's Dex?* Elicit the response *(Dining room)!* Repeat with all the school flashcards.
- Invite volunteers to select a flashcard and hide their faces behind it. Ask *Where's (Ana)?* and elicit the correct response.

1, 2, 3, Point! game

- Play 1, 2, 3 Point! to practise school vocabulary with the structure 'There is'.
- Put the school flashcards around the classroom.
- Demonstrate the game using the puppet. Dex says *In my school, there's a (gym)! 1, 2, 3, point!* Dex excitedly points at the (gym) flashcard. Repeat with all the flashcards.
- Say *Let's play!* Dex says *In my school, there's a (toilet)! 1, 2, 3 … !* Encourage children to point to the (toilet) flashcard before you get to 3. Point and repeat *There's a (toilet)!* Encourage children to repeat the phrase with you.
- Repeat with all the school flashcards.

4 Table time

» **Pupil's Book worksheet presentation** PB p9

- Present the worksheet. Say *Wow!* Point to the gym. Ask *What is it?* Elicit the response *Gym!* Repeat with all the rooms.
- Present the stickers page. Use the unit 1 stickers. Point to the first sticker. Ask *What is it?* Elicit the response *Balls.* Repeat with all the stickers.
- Hold up the first sticker. Point to the box on the worksheet. Say *Are the balls in or under the box?* Elicit the response *in*. Stick the sticker in the correct place. Repeat with all the stickers.
- Ask *Where are the balls in the story?* Elicit *In the gym.* Say *Yes. Match.* Demonstrate. Repeat with all the stickers.
- Ask *Where's Dex in the story?* Say *Use your colours to show where Dex is hiding.* The children colour the frame around the classroom.

» **Table Time chant** CD1 track 5 TB p2

» **Pupil's Book worksheet activity** PB p9

- Hand out the worksheets. Say *Stick, match and colour.* Ask questions to encourage one-to-one communication: *What is it? Where's Dex?*

» **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 pxxi

» **Reflection** TB pxxix

» **Goodbye song** CD1 track 2 TB p3

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3: Concepts lesson

Language focus

in, on, under

Aims

- To identify and respond to the concepts *in*, *on* and *under*.

Materials

- Puppet
- Wallhanging
- Flashcards: *in, on, under, classroom, dining room, gym, library, playground, toilet*
- Class CD1
- Unit 1 storycards
- Photocopiable worksheet TB p184
- Digital resources – see below

At a glance

1 Opening time
- Hello song
- Opening routine
- Dex's Word of the Day

2 Remember time
The school
- In My School song
- Which Number? game

3 Focus time
in, on, under
- Discover With Me
- Where's Dex? story
- Where's The Pencil? game
- Pencils Everywhere song
- Where's Dex? game

4 Table time
- Worksheet presentation
- Table Time chant
- Worksheet activity
- Pencils Everywhere song
- Tidy Up chant
- Fold Your Arms chant

5 Closing time
- Closing routine
- Remember Dex's Word
- Reflection
- Goodbye song

Class audio

New

Pencils Everywhere song CD1 track 19 TB p9

Remember

Where's Dex? story CD1 track 18 TB p8

In My School song CD1 track 16 TB p9

Extra activities

Hold The Pencil game

Invite a volunteer to the front of the class. Ask them to hold a pencil *in*, *on* or *under* their hand. The class describes it: *(On)!* Repeat with different volunteers.

Copy My Voice game TB p222

Say a concept word using a different tone or quality of voice. The children repeat, copying your voice. Repeat with all the words.

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, 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 song, and do interactive activities.

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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 pxxi

2 Remember time

The school

» **In My School song** CD1 track 16 TB p9

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

Which Number? game TB p224

- Put the school flashcards in the wall hanging, underneath the number flashcards, facing outwards. The children tell you the correct number for the flashcard you ask for. Repeat with all the flashcards.

3 Focus time

in, on, under

» **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 *(In). It's (in).* Repeat and demonstrate the action for the word. The children do the action and say the word. Repeat with all the concepts.

Tip

Suggested actions:
in: *Point downwards with a finger.*
on: *Hold hand, with palm down, in front of you.*
under: *Cup your hand.*

» **Where's Dex? story** CD1 track 18 TB p8

- Use Where's Dex? storycards 2 and 4 to reinforce the concepts. Retell the whole story first.
- Show storycard 4 to the children. Point and ask *Is the umbrella on the table or under the table?* The children say and do the action for *under*.
- Show storycard 7 to the children. Point and ask *Are the balls under the box or in the box?* The children say and do the action for *in*.

» **Where's The Pencil? game**

- Show the children a pencil. Say *Look! A pencil!* Put the pencil on a table and say *The pencil is on the table. On.* Put the pencil under the table and say *The pencil is under the table. Under.* Put the pencil in a box and say *The pencil is in the box. In.*
- Put the pencil (under the table) and ask *Where is the pencil?* Elicit the correct response. Repeat several times.

Tip

Increase the challenge by putting two differently coloured pencils in different places. Ask *Where's the (red) pencil?*

» **Pencils Everywhere song** CD1 track 19 TB p9

- Put the concept flashcards around the classroom.
- Say *Let's sing a song.* Listen and point to the flashcards.
- Repeat the words 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.

Tip

The karaoke version of Pencils Everywhere is CD1 track 20

Where's Dex? game

- Put Dex in different places around the room, such as on a desk, under a chair or in a cupboard. Say *Where's Dex?* Elicit the words *in*, *on* or *under*.
- Encourage confident children to say sentences such as *Dex is under the chair.*

4 Table time

» **Photocopiable worksheet presentation** TB p184

- Present the worksheet. Say *Wow! Pencils!* Point to the pencils in the box, next to the row of numbers. Say *Look! In.* The children say and do the action for 'in'.
- Say *Find the pencils that are 'in'.* Point to the two pencils in the bag.
- Say *Use your colours!* Say *Use the (blue) crayon. Colour the ('in') pencils (blue).* Demonstrate.
- Point to the pencils in the bag and say *Let's count!* Count the pencils and say *Two!* Point to the number two next to the box with the pencil in it. Demonstrate circling the number 2.
- Repeat with 'on' and 'under'. Use red for 'on' and yellow for 'under'.

» **Table Time chant** CD1 track 5 TB p2

» **Photocopiable worksheet activity** TB p184

- Hand out the worksheets. Say *Colour and circle.* Ask questions to encourage one-to-one communication. *Where is it? What colour is it? How many?*

Pencils Everywhere song CD1 track 19 TB p9

- Sing Pencils Everywhere! and point to the different locations of the pencils 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 pxxi

» **Reflection** TB pxxix

» **Goodbye song** CD1 track 2 TB p3

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4: Buddy's sounds lesson

Language focus

/p/, pencil, plane, playground, potatoes

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: *grapheme /p/, playground, in, on, under*
- Level 1 flashcards: *pencil, plane, potatoes*
- Class CD1
- Photocopiable worksheet TB p185
- Digital resources – see below

At a glance

1 Opening time
- Hello song
- Opening routine
- Dex's Word of the Day

2 Remember time
in, on, under
- Pencils Everywhere song
- Hide The Crayon game

3 Focus time
The /p/ sound
- Buddy's Sounds chant
- Discover With Me
- Buddy's Beats rap: /p/
- Pass The Card game

4 Table time
- Worksheet presentation
- Table Time chant
- Worksheet activity
- Buddy's Beats rap: /p/
- Tidy Up chant
- Fold Your Arms chant

5 Closing time
- Closing routine
- Remember Dex's Word
- Reflection
- Goodbye song

Class audio

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

Remember
Pencils Everywhere song CD1 track 19 TB p9

Extra activities

Buddy's Beats Name rap CD1 track 11
Use Buddy's Beats rap with gaps, adding names from the class beginning with /p/.

Jump, Jump! game TB p222
Children jump up and down on the spot. When you call out a /p/ word, children stop jumping and repeat. Emphasise the sound: */p/ pencil!*

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 the rap, present the worksheet, and do an interactive activity. Go to Dex Magic Phonics for further practice of the sound.

Pupil's Digital Kit (PDK)
Encourage pupils to go to the PDK to say the rap, and do interactive activities.

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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 pxxi

2 Remember time

in, on, under

» **Pencils Everywhere song** CD1 track 19 TB p9

- Play the song. The children sing and do the actions. Sing again with the children in three groups: *in*, *on* and *under*. The groups sing and do the actions for their word.

Hide The Crayon game

- Hold a crayon *in*, *on* and then *under* your hand, and say *Look! The crayon is (in/on/under) my hand.*
- Ask the children to close their eyes whilst you put the crayon in, on or under your hand. Say *Let's play! Where's the crayon?* Children guess *In!*, *On!* or *Under!*

Tip

Use Dex to disguise the position of the crayon as much as possible.

3 Focus time

The /p/ sound

» **Buddy's Sounds chant** CD1 track 6 TB p2

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

» **Discover With Me** CD1 track 3 TB p2

- Put the /p/ word flashcards (*pencil*, *plane*, *playground*, *potatoes*) 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 *(Pencil). It's a (pencil).* Repeat and point to the (pencil) flashcard. The children point to the flashcard and say the word. Replace in the wallhanging, facing outwards. Repeat with all the /p/ words.

Tip

Suggested actions:
pencil: *Pretend to write.*
playground: *Pretend to skip.*
plane: *Put your arms out to the sides and lean over.*
potatoes: *Pretend to peel potatoes.*

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

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

Pass The Card game TB p225

- The children pass a /p/ word flashcard around the class, without looking at it. When you say *Stop!*, the child holding the flashcard says and does the action for the word, followed by the rest of the class. Repeat with all the flashcards.

4 Table time

» **Photocopiable worksheet presentation** TB p185

- Present the worksheet and say *Wow!* Point to the letter p. Say /p/. The children repeat /p/ several times.
- Say *Trace the /p/.* Demonstrate, using your finger to follow the tracing lines.
- Point to the ball. Ask *What is it?* Elicit the response *Ball.* Repeat with the other items. For each item, ask *Is it a /p/ sound?* Say */p/. (Ball.)* Encourage the children to say *Yes* or *No*. For /p/ words, say *Yes! /p/. (Pencil).*
- Say *Let's work! Use your crayons!* Say *Colour the /p/ words.* Demonstrate.

» **Table Time chant** CD1 track 5 TB p2

» **Photocopiable Worksheet activity** TB p185

- Hand out the worksheets. Say *Trace and colour.* Ask questions to encourage one-to-one communication: *What is it? What sound is it? Is it a /p/ sound?*
- When children have finished colouring the /p/ words say *Let's count!* Count the /p/ words with the children. Say *Five!* Point to the number five. Demonstrate circling the number 5. Encourage children to circle the correct number on their worksheets.

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

- Do Buddy's Beats rap to practise the /p/ sound.
- Play or say Buddy's Beats rap. The children point to the grapheme and the /p/ words on the worksheet as they appear in the song.

» **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 pxxi

» **Reflection** TB pxxix

» **Goodbye song** CD1 track 2 TB p3

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5: Dex's values lesson

Language focus

Playing together. My turn. Your turn. Let's play!

Aims

- To identify and respond to expressions related to playing together.
- To recognise that it is important to play together.

Materials

- Puppet
- Wallhanging
- Flashcards: *grapheme* /p/, *playground, pencil, plane, potatoes*
- Unit 1 storycards
- Class CD1
- Pupil's Book worksheet PB p11
- Digital resources – see below

At a glance

1 Opening time
- Hello song
- Opening routine
- Dex's Word of the Day

2 Remember time
The /p/ sound
- Buddy's Beats rap: /p/
- Discover The Flashcards game

3 Focus time
Playing together
- Where's Dex? story
- Let's Play Together! role play
- Stamp, Stomp! game
- Hide And Seek 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
- Goodbye song

Class audio

Remember

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

Where's Dex? story CD1 track 18 TB p8

Extra activities

Thumbs Up, Thumbs Down! game TB p222
Say a value expression and an action. The children put thumbs up or down, depending on whether the expression and the action match.

Jump, Jump! game TB p222
Children jump repeatedly. Say a value expression. Children stop and repeat it.

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.

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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 pxxi

2 Remember time

The /p/ sound

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

- The children do the rap and the actions.

Discover The Flashcards game TB p223

- Place the four online /p/ word flashcards plus two additional flashcards (e.g. unit concept flashcards) into the wallhanging, facing outwards.
- Say *Let's discover the /p/words.* Ask children to call out a wallhanging pocket colour: *(Red!)*
- Turn the flashcard in the red pocket around and elicit the correct word. If it is a /p/ word, leave it as it is; if it is not, turn it back around.
- Repeat until you have found all the /p/ words.

3 Focus time

Playing together

» **Where's Dex? Story** CD1 track 18 TB p8

- Retell the whole story.
- Use the Where's Dex? storycards 1, 2 and 8 to introduce the lesson value *playing together*.
- Show the children storycard 1. Point to Meg, Charlie and Dex. They are playing hide and seek. Say *Look at Meg, Charlie and Dex. They are playing together!* Repeat *playing together* and do the action several times. Encourage the children to join in with you.
- Show the children storycard 2. Explain that Meg, Charlie and Dex are playing hide and seek. Reiterate *They are playing together.*
- Show the children storycard 3. Say *Meg and Charlie find Dex!* Ask *Are they playing together?* Encourage the children to respond *Yes! They are playing together.*

Tip

Suggested actions:
playing together: *Clasp hands together.*
let's play: *Gesture with arm for someone to join you.*
my turn: *Point to yourself.*
your turn: *Point to another person.*

» **Let's Play Together! role play**

- Do a playing together role play to reinforce the value.
- Invite a volunteer to the front of the class to help you demonstrate the role play. You will act out playing together and taking turns.
- Say *Let's play!* Use the Dex puppet or another toy. You could use a ball, a puzzle, building blocks, a card game, etc. Act out playing with the toy and say *My turn!* Then point to the volunteer and say *Your turn!* Give the volunteer the toy to play with. Pass the toy back and forth in this way a few times, using the expressions.
- Say *We are playing together. It's good to play together!*
- Repeat with other volunteers, or encourage the children to role play in pairs.

» **Stamp, Stomp! game** TB p221

- The children walk in a circle, stomping their feet. Say *Stamp, stomp, stamp, stomp! … (Let's play)!* The children stop stomping, repeat the expression and do the action for (Let's play).
- Repeat using *Your turn* and *My turn*. Children point to another child for 'Your turn' and point to themselves for 'My turn'. Repeat several times.
- Dex praises and encourages the children, saying *Hooray! It's good to play together!*

Hide And Seek game

- Invite two volunteers to the front of the class. Say *Let's play Hide and Seek! We count. (Sara), you hide.*
- The children close their eyes and count to ten, while (Sara) hides somewhere in the classroom. Help (Sara) to do this.
- When the children have finished counting, say *Open your eyes! Ready or not, here we come!* Help the second volunteer look for (Sara). Use expressions from the story as you play. Say *Where's Sara? Let's look! Is (Sara) here?* Encourage the class respond to your questions: *There! Look! Yes! No!*
- When you find (Sara), say *Sara, come out! We can see you!*

4 Table time

» **Pupil's Book worksheet presentation** PB p11

- Present the worksheet. Point to the pictures and, for each, ask *Is it playing together?*
- Say *Use the green crayon for playing together. Colour.* Demonstrate colouring the frames green around the photos that show playing together.
- Repeat for the photos that don't show playing together. Use orange to colour these frames.
- Say *Let's count!* Count the pictures showing playing together and say *Four*. Point to the number four and demonstrate circling it.

» **Table Time chant** CD1 track 5 TB p2

» **Pupil's Book worksheet activity** PB p11

- Hand out the worksheets. Say *Colour, count and circle.* Ask questions to encourage one-to-one communication: *Is it playing together or not playing together? How many?*

» **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 pxxi

» **Reflection** TB pxxix

» **Goodbye song** CD1 track 2 TB p3

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6: Kid's culture lesson

Language focus

I wash my hands. I wash my face. I brush my hair. I brush my teeth.

Aims

- To listen and join in with a nursery rhyme.

Materials

- Puppet
- Wallhanging
- Class CD1
- Pupil's Book worksheet PB p13
- Digital resources – see below

At a glance

1 Opening time
- Hello song
- Opening routine
- Dex's Word of the Day

2 Remember time
Playing together
- Stamp, Stomp! game
- Thumbs Up, Thumbs Down game

3 Focus time
Nursery rhyme
- This Is The Way … nursery rhyme
- Nursery rhyme video
- Action Sequences game
- Stamp, Stomp! game

4 Table time
- Worksheet presentation
- Table Time chant
- Worksheet activity
- This Is The Way … nursery rhyme
- Tidy Up chant
- Fold Your Arms chant

5 Closing time
- Closing routine
- Remember Dex's Word
- Reflection
- Goodbye song

Class audio

New
This Is The Way … nursery rhyme CD1 tracks 22/23 TB p9

Extra activities

Tiggy Scarecrow! playground game TB p227
Select two volunteers to act as Dex. They run after the other children. If they catch a child, the child has to freeze and stand with their legs open like scarecrows. The child scarecrows call out *Help!* Other children can free them by crawling under their legs. They can say *Under your legs! Under your legs!*

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/say the nursery rhyme, watch the video, and present the worksheet.

Pupil's Digital Kit (PDK)
Encourage pupils to go to the PDK to practise the nursery rhyme.

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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 pxxi

2 Remember time

Playing together

» **Stamp, Stomp! game** TB p221

- The children walk in a circle, stomping their feet. Say *Stamp, stomp, stamp, stomp! … (Let's play! Your turn! My turn!)* The children stop walking, repeat the phrase and do the action several times. Repeat.

Thumbs Up, Thumbs Down game TB p222

- Do the action for *(My turn).* Then say *(Your turn)!* The children put their thumbs down because the phrase and the action do not match. Do the action for *(My turn)* again. Then say *(My turn)!* The children put their thumbs up.
- Dex nods his head excitedly, and jumps up and down, if the children are correct. If they are wrong, he shakes his head seriously.
- Repeat several times, using different combinations of actions and phrases. Use *My turn*, *Your turn* and *Let's play!*

3 Focus time

Nursery rhyme

» **This Is The Way … nursery rhyme** CD1 tracks 22/23 TB p9

- Say *Let's Listen to a nursery rhyme.* Say the nursery rhyme rhythmically 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.

Nursery rhyme video

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

» **Action Sequences game** TB p223

- Volunteers do the actions for nursery rhyme vocabulary according to the sequence you and the rest of the class say.
- Repeat with other volunteers and all the nursery rhyme vocabulary.

Tip

Suggested actions:
wash my hands: *Pretend to wash your hands.*
wash my face: *Pretend to wash your face.*
brush my hair: *Pretend to brush your hair.*
brush my teeth: *Pretend to brush your teeth.*

Stamp, Stomp! game TB p221

- Say *Let's play Stamp, Stomp! Stand up!* Demonstrate walking in a circle, stomping your feet like Dex. Dex jumps up and down excitedly.
- The children walk in a circle, stomping their feet. Say *Stamp, stomp, stamp, stomp! … (wash my hands)!* The children stop walking, repeat the phrase (wash my hands) and do the action for (wash my hands).
- Dex praises and encourages the children, saying *Well done! Excellent! Good effort! Keep on! Try again!*
- Repeat with all the key phrases from the nursery rhyme.

4 Table time

» **Pupil's Book worksheet presentation** PB p13

- Present the worksheet. Say *Wow! Look! This is the way … !* Explain that the girl is doing the actions from the nursery rhyme.
- Read or play This is the Way I Wash My Hands, one verse at a time. Pause to point at the correct actions that represent the phrases. Number the actions as you go through them. Say *One: I wash my hands, Two: I wash my face …* etc.
- Say *Use your pencils. Trace.* Count the pictures again and demonstrate tracing the numbers.

» **Table Time chant** CD1 track 5 PB p2

» **Pupil's Book worksheet presentation** PB p13

- Hand out the workshets. Say *Count and trace.* Ask questions to encourage one-to-one communication. *What's this? Is it 'I brush my teeth'? What number is it?*

» **This Is The Way … nursery rhyme** CD1 tracks 22/23 TB p9

- Sing This is the Way … and point to the correct action 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 pxxi

» **Reflection** TB pxxix

» **Goodbye song** CD1 track 2 TB p3

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7: Speaking and literacy lesson

Language focus

classroom, dining room, gym, library, playground, toilet, Is Dex in the (library)?, Yes, he is.

Aims

- To successfully sequence a story.
- To participate in a role play.
- To give a personal opinion about a story.

Materials

- Puppet
- Wallhanging
- Flashcards: *classroom, dining room, gym, library, playground, toilet*
- Class CD1
- Unit 1 storycards
- Pupil's Book PB pp15–16
- Photocopiable worksheet TB p208
- 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
- This is the Way … nursery rhyme
- Dex Says game

3 Focus time
Dex's role play
- Where's Dex? 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
- Goodbye song

Class audio

New
Dex's role play CD1 tracks 24/25

Remember
This Is The Way … nursery rhyme CD1 track 23 TB p9

Where's Dex? story CD1 track 18 TB p8

Extra activities

Dex Whispers game TB p226
Whisper *Is Dex in the (gym)?* to a child. Children whisper the phrase around the class. At the end, is it the same? Repeat, using different school words.

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

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 storytelling video, use the Story Tool, and present the worksheet.

Pupil's Digital Kit (PDK)
Encourage pupils to go to the PDK to watch the storytelling video.

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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 pxxi

2 Remember time

Nursery rhyme

» **This Is The Way … nursery rhyme** CD1 track 23 TB p9

- Ask *Can you remember the nursery rhyme?*
- Sing This is the way … nursery rhyme and do the actions.

Dex Says game TB p221

- Children do the action you say, but only if you precede it with *Dex says …*. Use *wash my hands*, *wash my face*, *brush my hair* and *brush my teeth*.

3 Focus time

Dex's role play

» **Where's Dex? story** CD1 track 18 TB p8

- Retell or play the story, one storycard at a time. As you read, pause to elicit words and expressions the children may 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 eight 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** CD1 tracks 24/25

- CD1 track 24 First play the role play presentation, using the gym flashcard: *Is Dex in the (gym)? Yes, he is.* Say *Listen carefully.* Repeat several times.
- CD1 track 25 Now play the role play practice: *Is Dex in the (…)?* Say *Let's listen and remember.* The children complete the gap with the word *gym*. Use the gym 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 school words.
- Invite two volunteers to role play the dialogue for the class.

Tip

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

Tip

The children will probably be a little reticent when they start doing role plays. Their confidence will improve over time. It is important not to force any children to do the activity.

4 Table time

» **Pupil's Book worksheet presentation** PB pp15–16 TB p208

- Use PB pages 15–16 (the storybook) and TB page 208 (the storybook cover). Present the worksheets. Say *It's Dex's story. Let's make a storybook.*
- Demonstrate how to cut and fold the PB pages to make the storybook. Say *Look at the dots – cut here. Cut carefully. Look at the dashes – fold here. Fold carefully.*
- Demonstrate how to fold the TB page to make the cover. Say *Look at the dots – cut here.*
- Place the storybook inside the cover. Say *Now place this inside. It's a storybook!*

» **Table Time chant** CD1 track 5 TB p2

» **Pupil's Book worksheet activity** PB pp15–16 TB p208

- Hand out the worksheets. Say *Cut and fold. Cut and fold carefully.* Circulate, check and provide feedback.
- When everyone has finished, say *Let's read Dex's story. Listen and look in your storybook.*
- Play or read the story. Hold up the storycards and show the children when to turn the pages of their storyboards. The children 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 book. Point to the emoticon. Say *Draw happy or sad.* The children draw a happy face or a sad face.
- The children take their books 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 pxxi

» **Reflection** TB pxxix

» **Goodbye song** CD1 track 2 TB p3

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8: Review lesson

Language focus

classroom, dining room, gym, library, playground, toilet, in, on, under, Is Dex in the (library)?, Yes, he is, /p/.

Aims

- To review unit vocabulary, songs and chants.
- To participate in a listening activity.

Materials

- Puppet
- Wallhanging
- Flashcards: school words, *grapheme* /p/, *playground, pencil, plane, potatoes*
- 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
- In My School song
- Discover With Me
- Pencils Everywhere song
- Buddy's Beats rap: /p/
- Where's Dex? game
- This Is The Way … nursery rhyme

3 Table time
- Review worksheet presentation
- Table Time chant
- Review worksheet activity
- Progress worksheet
- Tidy Up chant
- Fold Your Arms chant

4 Closing time
- Closing routine
- Remember Dex's Word
- Reflection
- Goodbye song

Class audio

Remember

Dex's role play CD1 tracks 24/25

In My School song CD1 track 16 TB p9

Pencils Everywhere song CD1 track 19 TB p9

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

This Is the Way … nursery rhyme CD1 track 23 TB p9

Review activity CD1 track 26

Extra activities

Where's Dex? story CD1 track 18 TB p8

Read or play the story. The children say the school words.

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 do interactive activities.

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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 pxxi

2 Focus time

» **In My School song** CD1 track 16 TB p9

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

» **Discover With Me** CD1 track 3 TB p2

- Put the school 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?* Dex says *[Library]. It's a [library].* Repeat and demonstrate the action for the word. The children do the action and say the word. Repeat with all the flashcards.

» **Pencils Everywhere song** CD1 track 19 TB p9

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

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

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

» **Where's Dex? game**

- Put Dex next to one of the vocabulary flashcards. Ask *Is Dex in the gym?* The children answer using either *Yes, he is* or *No, he isn't*. Repeat with all the school vocabulary, varying where you put Dex.

» **This Is The Way … nursery rhyme** CD1 track 23 TB p9

- Review the nursery rhyme. Ask *Can you remember the nursery rhyme?* Sing or play the nursery rhyme and do the actions.

4 Table time

» **Pupil's Book review worksheet presentation** CD1 track 26 PB p17

- Present the worksheet and say *Look at parts of a school!*
- Say *Let's work! Listen carefully!* Play the first item. Hold up your worksheet and repeat *Playground*. Point to the second picture and say *Is this a playground?* Elicit *No.* Point to the first picture and ask *Is this a playground?* Elicit *Yes*. Say *Yes, a playground. Let's circle!* Demonstrate circling the correct picture using your finger.
- Play the rest of the audio, asking questions and prompting children to circle the correct pictures.

» **Table Time chant** CD1 track 5 TB p2

» **Pupil's Book review worksheet activity** CD1 track 26 PB p17

- Hand out the worksheets. Say *Listen and circle.* Play the audio again and help children complete the worksheet. When children have finished, say *Well done! Let's stick a sticker!* Help children find the unit 1 star sticker on the sticker sheet and tell them to stick it in place.

» **Pupil's Book progress worksheet presentation** PB p18

- Present the worksheeet. 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). Say *Think! Use a pencil and draw.* 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

- Hand out the worksheets. Say *Think and draw.* Ask questions to help children to think about their progress.
- Write comments and sign the children's completed progress worksheets.

» **Tidy Up chant** CD1 track 7 TB p2

» **Fold Your Arms chant** CD1 track 8 TB p2

4 Closing time

» **Closing routine** TB pxxii

» **Remember Dex's Word** TB pxxi

» **Reflection** TB pxxix

» **Goodbye song** CD1 track 2 TB p3

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9: PLUS vocabulary lesson

Language focus

children, cook, head teacher, teacher

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: *children, cook, head teacher, teacher, classroom, dining room, gym, library, playground, toilet,* numbers 1–10
- Class CD1
- Photocopiable worksheet TB p186
- Digital resources – see below

At a glance

1 Opening time
- Hello song
- Opening routine
- Dex's Word of the Day

2 Remember time
The school
- Action Sequences game

3 Focus time
The school PLUS
- Discover With Me
- Dex's Dino Stomp
- In My School PLUS song
- Which Number? game
- Stop! game

4 Table time
- Worksheet presentation
- Table Time chant
- Worksheet activity
- In My School PLUS song
- Tidy Up chant
- Fold Your Arms chant

5 Closing time
- Closing routine
- Remember Dex's Word
- Reflection
- Goodbye song

Class audio

New
In My School PLUS song CD1 track 28 TB p9

Remember
In My School song (optional) CD1 track 16 TB p9

Extra activities

Dex Says! game TB p221
Children do the action for the word you say, if you precede it with *Dex says…* .

Mix It Up! game
Children form a circle. Each child is allocated a vocabulary item, and they jump when you call it out.

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, sing the songs, present the worksheet, and do an interactive activity.

Pupil's Digital Kit (PDK)
Encourage pupils to go to the PDK to practise the songs, and do interactive activities.

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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 pxxi

2 Remember time

The school

» **Action Sequences game** TB p223

- Put the school flashcards in the wallhanging.
- Invite six volunteers to stand in a row at the front of the class. Allocate a school word to each.
- The volunteers each do their action as you say the words in sequences.
- Ask children in the class to say the words in sequence while the volunteers do the actions.

3 Focus time

The school PLUS

» **Discover With Me** CD1 track 3 TB p2

- Put the vocabulary PLUS flashcards in the wallhanging, facing inwards.
- Elicit the six school words the children already know. Dex points excitedly at the wallhanging and says *Look! More school words!* 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 *[Teacher]. It's a [teacher].* Repeat and demonstrate the action for the word. The children do the action and say the word. Repeat with all the new school vocabulary.

Tip

Suggested actions:
children: *With both hands, move your fingers and thumbs together up and down, as if they are chattering children.*
cook: *Pretend to stir food in a pot.*
head teacher: *Stand with your arms folded.*
teacher: *Put your finger on your mouth, asking for quiet.*

» **Dex's Dino Stomp** CD1 track 27 TB p3

- Put the PLUS vocabulary flashcards around the classroom. Play the song and demonstrate the vocabulary actions. Say *Sing and dance.* The children sing the song and do the actions. Say *Again! Let's do it again!* Repeat.

Tip

If you wish, you can sing or play In My School (CD1 track 16 TB p9) before playing the PLUS song.

» **In My School PLUS song** CD1 track 28 TB p9

- Put the PLUS vocabulary flashcards in around the classroom.
- Say *Let's sing 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.

Tip

The karaoke version of My Classroom PLUS is CD1 track 29

» **Which Number? game** TB p224

- Put the PLUS vocabulary flashcards in the wallhanging. Put the number 1-4 flashcards on top of each of the PLUS flashcards.
- Ask *What number is (the teacher)?* Elicit the correct response: *number (three)!*
- Repeat with the remaining PLUS words.
- Repeat the game several times, including other school flashcards, too.

Stop! game TB p221

- Say *Let's play Stop! Stand up!*
- Say *At school (there's a dining room).* The children do the action for (dining room), and keep on doing it repeatedly. Dex nods his head happily.
- Say *Stop!* The children immediately stop doing the action. Dex holds his hand up, as if to say *Stop!* Dex praises the children who stay completely still, saying *Well done! Excellent! Good!*
- Repeat with all ten school words.

4 Table time

» **Photocopiable worksheet presentation** TB p3

- Present the worksheet and say *Wow!* Point to the [children]. Ask *Who (are they)?* Elicit the response *Children.* Ask *How many children are there?* Count together from one to ten. Say *Circle.* Demonstrate, using your finger to circle the number 10.
- Repeat with head teacher (1), teacher (1) and cook (2).

» **Table Time chant** CD1 track 5 TB p2

» **Photocopiable worksheet activity** TB p3

- Hand out the worksheets and say *Let's work! Use your pencils!*
- Ask questions. *Who is it? How many are there?*

In My School PLUS song CD1 track 28 TB p9

- Sing the song and point to the people on the worksheets, 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 pxxi

» **Reflection** TB pxxix

» **Goodbye song** CD1 track 2 TB p3

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