



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 practise 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?



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!

Songs

Vocabulary song



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



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



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/



*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



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*



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.

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.

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.

Tip

» 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.

The karaoke version of In My School is

 CD1 track 17

Tip

» 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 and colour your classroom*.

» 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



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.

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 fourth sticker. Ask *What is it?* Elicit the response *Balls.* Repeat with all the stickers.

- Hold up the fourth 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



3: Concepts lesson

Language focus

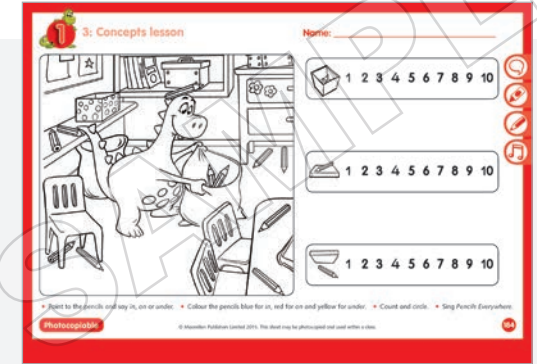
in, on, under

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.

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 wallhanging, 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.

Suggested actions:

in: Point downwards with a finger.

on: Hold hand, with palm down, in front of you.

under: Cup your hand.

Tip

» 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.

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

Tip

» 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.

The karaoke version of Pencils Everywhere is

 CD1 track 20

Tip

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



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.

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!*

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

Tip

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.

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.

Tip

» 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



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.

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 /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*.

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.*

Tip

» 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



6: Kid's culture lesson

Language focus

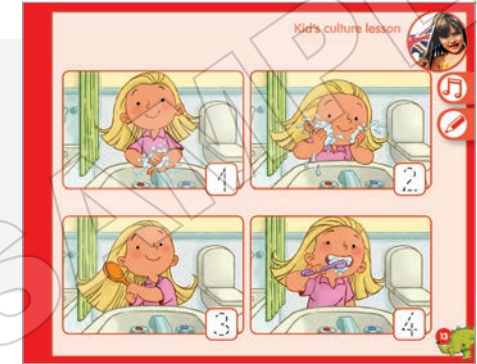
*I wash my hands. I wash my face. I brush my hair.
I brush my teeth.*

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.

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.

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.*

Tip

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 activity PB p13

- Hand out the worksheets. 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



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.

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 p223

- 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.

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.

Tip

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 dashes – cut here. Cut carefully. Look at the dots – fold here. Fold carefully*.
- Demonstrate how to fold the TB page to make the cover. Say *Look at the dashes – 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



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.

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.

3 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 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). 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



9: PLUS vocabulary lesson

Language focus

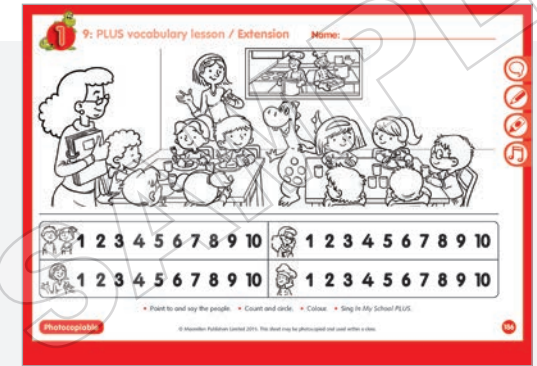
children, cook, head teacher, teacher

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.

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 PLUS vocabulary 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.

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.*

Tip


» 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.

If you wish, you can sing or play In My School

 CD1 track 16 TB p9) before playing the PLUS song.

Tip

» 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.

The karaoke version of My Classroom PLUS is

 CD1 track 29

Tip

» 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 (two)!*
- 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 p186

- 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 p186

- 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



Unit overview

Vocabulary

back, elbow, head, knee, shoulder, tummy

Vocabulary PLUS

bones, brain, heart, lungs

Sound

/f/

Concepts

diamond, oval, rectangle

Value

Going to the doctor

Key structure

Does your (tummy) hurt?
Yes, it does.

In this unit, Dex discovers body words. When he falls off his bike, Daddy takes him to the doctor. Dex has hurt himself, but he doesn't know where. The doctor helps Dex!

The unit also introduces pupils to new shapes: *diamond*, *oval* and *rectangle*. They also practise the sound /f/ and sing the British nursery rhyme *One Finger, One Thumb*.

Pupils learn words for body parts, with speaking practice during Dex's role play, when more able pupils also have the opportunity to produce the structure *Does your (tummy) hurt?* and *Yes, it does*.

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

Story Ouch, It Hurts!



Storycard 1

Narrator: Dex and Buddy are in the park.
Dex: Ooh! Agh!
Buddy: Woof!
Daddy: What's the matter, Dex?
Dex: Ouch, it hurts!
Daddy: Let's go to the doctor.

Storycard 2

Doctor: What's the matter, Dex?
Dex: Ouch, it hurts!
Doctor: Let me see ... Does your tummy hurt?
Dex: No, it doesn't.
Doctor: Mmm ... Your tummy is OK ...

Storycard 3

Doctor: What's the matter, Dex?
Dex: Ooh! Agh! It hurts.
Doctor: Let me see ... Does your head hurt?
Dex: No, it doesn't.
Doctor: Mmm ... Your head is OK ...

Storycard 4

Doctor: What's the matter, Dex?
Dex: Ooh! Agh! It hurts.
Doctor: Let me see ... Does your shoulder hurt?
Dex: No, it doesn't.
Doctor: Mmm ... Your shoulder is OK ...

Storycard 5

Doctor: What's the matter, Dex?
Dex: Ooh! Agh! It hurts.
Doctor: Let me see ... Does your elbow hurt?
Dex: No, it doesn't.
Doctor: Mmm ... Your elbow is OK ...

Storycard 6

Doctor: What's the matter, Dex?
Dex: Ooh! Agh! It hurts.
Doctor: Let me see ... Does your knee hurt?
Dex: No, it doesn't.
Doctor: Mmm ... Your knee is OK ...

Storycard 7

Doctor: What's the matter, Dex?
Dex: Ooh! Agh! It hurts.
Doctor: Let me see ... Does your back hurt?
Dex: No, it doesn't.
Doc: Mmm ... Your back is OK ... Let me see. One, two, three, four, five, six, seven ...
Dex: Ooo! Ouch! It hurts!

Storycard 8

Doctor: ... eight, nine, ten ...
Dex: Ooo! Ouch! Agh! It hurts.
Doctor: Ah! It's your tail, Dex! Does your tail hurt?
Dex: Ooo, ouch. Yes, my tail hurts!
Doctor: Oh, dear! Poor Dex! Let's make it better.
Dex: Thank you, Doctor!

Songs

Vocabulary song



Let's March!

Let's march! Back straight! (x2)

One, two, three, four (x2)

Let's march! Shoulders down! (x2)

One, two, three, four (x4)

Let's march! Elbows in! (x2)

One, two, three, four (x2)

Let's march! Tummy in! (x2)

One, two, three, four (x4)

Let's march! Knees up! (x2)

One, two, three, four (x2)

Let's march! Heads straight! (x2)

One, two, three, four (x5)

Buddy's Beats rap: /f/



One, two, three

Say with me

/f/, /f/, /f/

/f/ four!

One, two, three

Say with me

/f/, /f/, /f/

/f/ fast!

One, two, three

Say with me

/f/, /f/, /f/

/f/ five!

One, two, three

Say with me

/f/, /f/, /f/

/f/ fruit!

Concepts song



The Shapes

It's an oval, an oval

My head is an oval

It's an oval, an oval

It's a diamond, a diamond

My elbow is a diamond

It's a diamond, a diamond

It's a rectangle, a rectangle

My body is a rectangle

It's a rectangle, a rectangle

Nursery rhyme



One Finger, One Thumb

One finger, one thumb, keep moving (x3)

We'll all be happy and play

One finger, one thumb, one arm, keep moving (x3)

We'll all be happy and play

One finger, one thumb, one arm, one leg, keep moving (x3)

We'll all be happy and play

One finger, one thumb, one arm, one leg, jump up and down, keep moving (x3)

We'll all be happy and play

Vocabulary PLUS song



Let's March! PLUS

In my body, I have a heart (x2)

One, two, three, four (x2)

In my body, I have lungs (x2)

One, two, three, four (x4)

In my body, I have a brain (x2)

One, two, three, four (x2)

In my body, I have bones (x2)

One, two, three, four (x5)



1: Vocabulary lesson

Language focus

back, elbow, head, knee, shoulder, tummy

Aims

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

Materials

- Puppet and wallhanging
- Flashcards: *back, elbow, head, knee, shoulder, tummy, classroom, dining room, gym, library, playground, toilet*
- Class CD1
- Pupil's Book worksheet [PB p21](#)
- 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 The body

- Discover With Me
- Dex's Dino Stomp
- Which Colour? game
- Let's March! song
- Stop! game

4 Table time

- Worksheet presentation
- Table Time chant
- Worksheet activity
- Let's March! song
- Tidy Up chant
- Fold Your Arms chant

5 Closing time

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

Class audio

New
Let's March! song [CD1 track 31](#) [TB p29](#)

Remember
In My School song [CD1 track 16](#) [TB p9](#)

Extra activities

Copy Me! game [TB p206](#)
Do a body word action. Children copy and call out the word. Repeat with all body words.

Pair Bodies game
Pairs of children place their (backs) together when you say *Touch your (back)!* Repeat with all body 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 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.

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

- Play or sing In My School to practise school vocabulary.
- Encourage the children to use the lyrics and actions.

Which Number? game TB p224

- Put the colour and number flashcards on the wall in pairs.
- Ask *What number is [green]*?
- Elicit the correct response: *It's [four]*. If necessary, count from 1-10 to help children say the numbers.
- Confident children can come to the front and ask the class the question.

3 Focus time

The body

» Discover With Me  CD1 track 3 TB p2

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

Suggested actions:

back: Hold your back with both hands.

elbow: Stick your elbows out.

head: Shake your head.

knee: Bend your knees up and down.

shoulder: Shrug your shoulders up and down.

tummy: Rub your tummy.

Tip

» Dex's Dino Stomp  CD1 track 30 TB p3

- Put the body 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.

» Which Colour? game TB p224

- Put the body flashcards in the wallhanging, facing outwards. The children help Dex to find the word you say by calling out the colour of the pocket it is in. Repeat with all the flashcards.

» Let's March! song  CD1 track 31 TB p29

- Put the vocabulary 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.

The karaoke version of Let's March! song is

 CD1 track 32

Tip

» Stop! game TB p221

- Say *Let's play Stop! Stand up!*
- Say *(Knee)!* or *It's a (knee)!* The children do the action for (knee).
- Say *Stop!* The children immediately stop doing the action.
- Repeat with all the body vocabulary.

4 Table time

» Pupil's Book worksheet presentation PB p21

- Present the worksheet. Say *Wow!* Point to Dex's tail and ask *Who is it?* Elicit *Dex*.
- Point to the pictures of Dex's body parts in turn and ask *What is it?* Elicit the correct responses: *(Shoulder)*.
- Say *Let's work! Use a pencil. Match*. Demonstrate by tracing a line between the picture of Dex's shoulder in the frame and Dex's shoulder on his body. Repeat with the other body parts.
- Tell children that they should colour Dex. Point to different colours and ask *What colour?* Elicit *(Green)*.

» Table Time chant  CD1 track 5 TB p2


» Pupil's Book worksheet activity PB p21

- Hand out the worksheets. Say *Match and colour*. Ask questions to encourage one-to-one communication. *What is it? What colour is Dex?*
- Pupils can complete the personalisation activity on the back of the worksheet. Say *Draw a picture of you. Show your elbows, knees, shoulders, head and tummy*.

» Let's March! song  CD1 track 31 TB p29

- Sing Let's March! and point to the parts of the body 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



2: Story lesson

Language focus

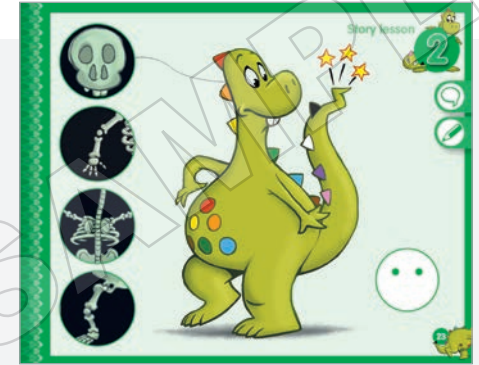
back, elbow, head, knee, shoulder, tummy
Does your (tummy) hurt? Yes, it does.

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: *back, elbow, head, knee, shoulder, tummy*
- Class CD1
- Unit 2 storycards
- Pupil's Book worksheet [PB p23](#)
- Digital resources – see below



At a glance

1 Opening time

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

2 Remember time The body

- Let's March! song
- Point With Dex game

3 Focus time Dex's story

- Story Time chant
- Ouch, It Hurts! story
- What Hurts game
- Discover The Body 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
- Goodbye song

Class audio

New

Ouch, It Hurts! story [CD1 track 33](#) [TB p28](#)

Remember

Let's March! song [CD1 track 31](#) [TB p29](#)

Extra activities

Copy Me! game [TB p221](#)

Do a body word action. Children copy and call out the word. Repeat with all body words.

Copy My Voice game [TB p222](#)

Say a body 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.

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 body

» Let's March! song  CD1 track 31 TB p29

- Put the body 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.

Point With Dex game TB p221

- Put the body flashcards around the classroom.
- Dex points to a flashcard and asks *What's in my body? Can you see?* Elicit the word.
- Ask the children to stand up. Say *Let's point with Dex. Point to (head)*. Dex excitedly points to the head flashcard. Encourage the children to point to the flashcard.
- Dex praises and encourages the children, saying *Well done!, Excellent!, Good effort!, Keep on!* or *Try again!*
- Repeat with all the vocabulary flashcards.

3 Focus time

Dex's story

» Story Time chant  CD1 track 4 TB p2

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

» Ouch, It Hurts! story  CD1 track 33 TB p28

- Read or play Ouch, it Hurts! one storycard at a time. See story audioscript on page 28. 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 body words. Help them by pausing in appropriate places.

» What Hurts game

- Touch Dex's shoulder. Dex says *Ouch, it hurts!* Ask *Does your (shoulder) hurt?* The children respond according to the story: *Yes, it does!* or *No, it doesn't.*
- Repeat with the different parts of the body checks in the story.

Invite volunteers to mime a part of their body hurting and to say *Ouch, it hurts!* Ask *Does your (back) hurt?* The child responds: *Yes, it does.* or *No, it doesn't.* **Tip**

Discover The Body Words TB p225

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

Action Sequences game TB p223

- Use the actions for body vocabulary from page 31.
- Invite six volunteers to the front of the class. Select two body words. The volunteers do the actions for the two words, in sequence. Chant (*Juan, shoulder! Ana, knee! Pedro, shoulder! Maria, knee!*, and so on).
- The rest of the class chant the sequence with you (*Shoulder! Knee! Shoulder! Knee!*) and so on.
- Repeat with other volunteers and all the body words.

4 Table time

» Pupil's Book worksheet presentation PB p23


- Present the worksheet. Say *Wow!*
- Point to the x-ray pictures in turn and ask *What is it?* Elicit the correct responses: (*Head*).
- Say *Match*. Demonstrate by tracing a line between the x-ray picture of the head and Dex's head. Repeat with all the body parts.
- Ask *What hurts in the story?* Elicit the correct response (*Tail*). Demonstrate tracing a circle round the tail.
- Point to the face. Ask *Is Dex happy or sad in the story?* Elicit the correct response (*Sad*). Trace a sad face with your finger.

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB p23

- Hand out the worksheets. Say *Match, circle and draw*.
- Ask questions to encourage one-to-one communication: *What is it? What hurts?*
- Children match the x-ray pictures to the correct body part by drawing a line from the x-ray to 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



3: Concepts lesson

Language focus

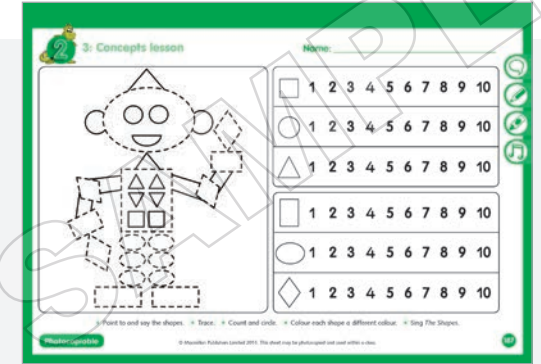
diamond, oval, rectangle

Aims

- To identify and respond to the concepts *diamond, oval* and *rectangle*.
- To listen to and join in with a song.

Materials

- Puppet and wallhanging
- Flashcards: *diamond, oval, rectangle, back, elbow, head, knee, shoulder, tummy*
- Level 1 flashcards: *circle, square, triangle*
- Class CD1
- Unit 2 storycards
- 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

The body

- Ouch, It Hurts! story
- Discover The Flashcards game

3 Focus time

diamond, oval, rectangle

- Discover With Me
- What's Missing? game
- The Shapes song
- Copy Me! game
- Action Sequences game

4 Table time

- Worksheet presentation
- Table Time chant
- Worksheet activity
- The Shapes song
- Tidy Up chant
- Fold Your Arms chant

5 Closing time

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

Class audio

New

The Shapes song [CD1 track 34](#) [TB p29](#)

Remember

Ouch, It Hurts! story [CD1 track 33](#) [TB p28](#)

Extra activities

The Shapes song

Children sing the song in three groups, with each group doing the action for one of the shapes.

Mix It Up! game

Children stand in 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 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.

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 body

» Ouch, It Hurts! story  CD1 track 33 TB p28

- Read or play the story. The children say and do the actions for the parts of a body.

Discover The Flashcards game TB p223

- Put the body flashcards around the classroom. Say *Dex can't find the flashcards*. The children look for a flashcard to give to Dex. When they find it, they say and do the action for the word. Repeat with all the flashcards.

3 Focus time

diamond, oval, rectangle

» Discover With Me  CD1 track 3 TB p2

- Put the shape 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 (*Diamond*). *It's a (diamond)*. Repeat and demonstrate the action for the word. The children do the action and say the word. Repeat with all the concepts.
- Practise the words for shapes, using the echo technique. Hold up a flashcard. Say *Look, it's a (diamond), (diamond), (diamond), (diamond)*, from loud to quiet.
- The children echo the word, from loud to quiet. Repeat with all the flashcards.

Suggested actions:

diamond: Make a diamond shape with your thumbs and first fingers.

oval: Make an oval shape by cupping your open palms together.

rectangle: Make a rectangle shape with your thumbs and first fingers.

Tip

» What's Missing? game TB p224

- Put the shape flashcards from level 1 and level 2 in the wallhanging, facing outwards. Secretly remove one of the flashcards. The children help Dex to identify the missing flashcard.

» The Shapes song  CD1 track 34 TB p29

- Put the shape 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.

The karaoke version of The Shapes song is

 CD1 track 35

Tip

» Copy Me! game TB p221

- The children copy the actions you do for a shape, and call out what it is. Repeat for all six shapes.

Action Sequences game TB p223

- Create a sequence using two or three shape words.
- Volunteers do the actions for the shapes in sequence as you and the class say the words.
- Repeat with other volunteers and all the shapes.

4 Table time

» Photocopiable worksheet presentation TB p187

- Present the worksheet. Say *Wow! Shapes!* Point to a rectangle on the robot. Say *Look! (Rectangle)*. The children say and do the action for (rectangle). Demonstrate tracing the rectangle with your finger. Repeat with oval and diamond.
- Ask *How many (squares)?* Count them with the children. Say *Circle the number*. Demonstrate, using your finger to circle the number (2) next to the (square). Repeat with all the shapes.
- Say *Use your crayons! Use the (red) crayon. Colour the (circles) (red)*. Demonstrate. Repeat with all the shapes, using a different colour for each shape.

» Table Time chant  CD1 track 5 TB p2

» Photocopiable worksheet activity TB p187

- Hand out the worksheets. Say *Trace, count and circle. Colour the shapes*.
- Ask questions to encourage one-to-one communication: *What is it? What colour is it?*

The Shapes song  CD1 track 34 TB p29

- Put the concept flashcards into the wallhanging, facing outwards. Say *Let's listen to a song*. Play the song. The children sing and do the actions.

» 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



4: Buddy's sounds lesson

Language focus

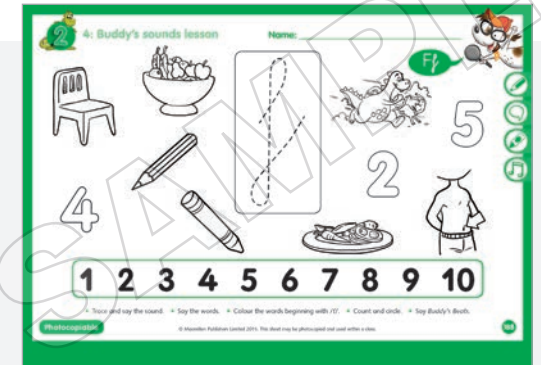
/f/, fast, five, four, fruit

Aims

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

Materials

- Puppet and wallhanging
- Flashcards: *grapheme /f/, four, five, fruit, diamond, oval, rectangle, body parts*
- Level 1 flashcards: *fast, circle, square, triangle*
- Class CD1
- 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 diamond, oval, rectangle

- The Shapes song
- Shape Mimes game

3 Focus time The /f/ sound

- Buddy's Sounds chant
- Discover With Me
- Buddy's Beats rap: /f/
- Pass The Card game
- Find The /f/ Sounds game

4 Table time

- Worksheet presentation
- Table Time chant
- Worksheet activity
- Buddy's Beats rap: /f/
- 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: /f/ [CD1 track 36](#) [TB p29](#)

Remember
The Shapes song [CD1 track 34](#) [TB p29](#)

Extra activities

Buddy's Beats Name rap [CD1 track 11](#)
Use the gapped Buddy's Beats rap, adding from the names from the class beginning with /f/.

Copy My Voice game [TB p222](#)
Say a /f/ word using a different tone or quality of voice. The children repeat, copying your voice. Repeat with all the /f/ 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 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.

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

diamond, oval, rectangle

» The Shapes song  CD1 track 34 TB p29

- Put the shape flashcards into the wallhanging, facing outwards. Say *Let's listen to a song*. Play the song. The children sing and do the actions.

Shape Mimes game

- Make a diamond shape with your fingers. Ask *What shape is it?* Elicit the correct response. Repeat with rectangle, oval, circle, square and triangle.
- Use six shape flashcards, from levels 1 and 2. Invite three volunteers to the front of the class and secretly show each of them a shape flashcard.
- The volunteers make their shape with their fingers. Ask the class *What shape is it?* and elicit the correct responses.
- Repeat with more volunteers.

3 Focus time

The /f/ sound

» Buddy's Sounds chant  CD1 track 6 TB p2

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

» Discover With Me  CD1 track 3 TB p2

- Put the /f/ word flashcards (*four, five, fast, fruit*) 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 (*Four*). *It's (four)*. Repeat and point to the (four) flashcard. The children point to the flashcard and say the word. Replace in the wallhanging, facing outwards. Repeat with all the /f/ words.

Suggested actions:

fast: Pretend to walk very quickly.

five: Hold up five fingers.

four: Hold up four fingers.

fruit: Pretend to peel and/or eat different pieces of fruit.

Tip

» Buddy's Beats rap: /f/  CD1 track 36 TB p29

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

Pass The Card game TB p225

- Use the /f/ word flashcards. Pass the flashcards around the class.
- Call *Stop!* The children holding a card each stand up and do the action for the word in turn. Encourage the class to say each of the correct words, emphasising the /f/ sound: */f/ fast!*
- Alternatively, play music and stop it instead of calling 'Stop'.

Find The /f/ Sounds game TB p225

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

4 Table time

» Photocopiable worksheet presentation TB p188

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

» Table Time chant  CD1 track 5 TB p2

» Photocopiable worksheet activity TB p188

- 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 /f/ sound?*
- When children have finished circling the /f/ words say *Let's count!* Count the /f/ words with the children. Say *Four!* Point to the number four. Demonstrate circling the number 4. Encourage children to circle the correct number on their worksheets.

» Buddy's Beats rap: /f/  CD1 track 36 TB p29

- Play or say Buddy's Beats rap. The children point to the grapheme and the /f/ 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



5: Dex's values lesson

Language focus

Go to the doctor. What's the matter? It hurts!

Aims

- To identify and respond to expressions related to health.
- To recognise that it is important to look after your health and go to the doctor.

Materials

- Puppet
- Wallhanging
- Flashcards: *grapheme /f/, four, five, fast*, any fruit
- Unit 2 storycards
- Class CD1
- Pupil's Book worksheet [PB p25](#)
- Digital resources – see below



At a glance

1 Opening time

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

2 Remember time The /f/ sound

- Buddy's Beats rap: /f/
- Discover The Flashcards game

3 Focus time

Going to the doctor

- Ouch, It Hurts! story
- Going To The Doctor role play
- Dex Whispers game
- Stamp, Stomp! 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: /f/ [CD1 track 36 TB p29](#)

Ouch, It Hurts! story [CD1 track 33 TB p28](#)

Extra activities

Copy My Voice game [TB p222](#)

Say a value expression using a different tone or quality of voice. The children repeat, copying your voice. Repeat with all the expressions.

Dex Says game [TB p221](#)

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

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

Go to the TPK to present the worksheet.

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 /f/ sound

» Buddy's Beats rap: /f/  CD1 track 36 TB p29

- Do the Buddy's Beats rap: /f/ to practise the /f/ sound.
- The children do the rap and the actions.

Discover The Flashcards game TB p223

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

3 Focus time

Going to the doctor

» Ouch, It Hurts! story  CD1 track 33 TB p28

- Retell the whole story.
- Show the children storycard 1. Ask them where Dex and Buddy are. Explain that Dex has had an accident. Ask what happened to Dex. Elicit that he fell off his bicycle. Say that Daddy asks Dex *What's the matter?* and Dex replies *It hurts!* The children repeat the phrases several times. Say that Daddy suggests going to the doctor. He says *Let's go to the doctor.* The children say *Go to the doctor* several times and do the action. Ask the children why they go to the doctor. Explain that the doctor helps people who have hurt themselves or who are ill.
- Show the children storycard 2. Ask them where Dex and Buddy are. Explain that the doctor asks Dex questions and examines him to find out what's the matter. Sometimes, doctors run tests such as X-rays to find out more.

- Ask the children who they tell if they have had an accident or feel ill. Emphasise that it is important to look after your health, so if something is the matter, you should always tell a carer. Ask if anyone has seen a doctor and, if so, what it was like. Say that doctors are there to help us.

» Going To The Doctor role play

- Do the Going To The Doctor role play to reinforce the value.
- Invite two volunteers to the front of the class to demonstrate the role play. One volunteer is the doctor and the other volunteer is the patient. Use props here if available, for example: bandage, plaster, sling, white/blue coat, stethoscope, etc.
- Say to the class *(Marcos) is the doctor. Say hello to Doctor (Marcos).* Encourage the class to greet the doctor: *Hello, Doctor (Marcos)!* Point to the second volunteer. Say *(Julia) has hurt her (shoulder). Poor Julia!* Encourage the class to say *Poor (Julia)!*
- Say *(Julia) is going to the doctor.* Encourage the volunteers to act out going to the doctor. (Julia) acts as though her (shoulder) is hurt and walks up to the doctor. The doctor asks *What's the matter?* The patient responds *It hurts!* or *My (shoulder) hurts.* The doctor acts out bandaging the body part that hurts. At the end, encourage the patient to say *Thank you!*
- Repeat with other volunteers, or encourage the children to role play in pairs.

Suggested actions:

go to the doctor: *Pretend to be a doctor putting on a stethoscope.*

what's the matter: *Look concerned and shrug your shoulders.*

it hurts: *Hold a part of your body and screw up your face as if in pain.*

Tip

» Dex Whispers game TB p226

- Encourage the children to whisper a value phrase around the class. At the end, is it the same? Repeat with all the value phrases.

» Stamp, Stomp! game TB p221

- The children walk in a circle, stomping their feet. Say *Stamp, stomp, stamp, stomp! ... (Go to the doctor.)* The children stop walking, repeat the phrase and do the action for (Go to the doctor). Repeat with all the value phrases.

4 Table time

» Pupil's Book worksheet presentation PB p25

- Present the worksheet. Point to the doctor. Ask *Who is this?* Elicit the correct response (*Doctor*). Say *Trace.* Demonstrate tracing the frame around the doctor. Point to the picture of the boy. Ask *What's the matter?* Point to his knee. Say *It hurts. Does he need to go to the doctor?* Elicit the answer (*Yes*). Repeat the process with the other two pictures.
- Present the unit 2 stickers. Say *Who is sad?* Demonstrate putting a sad face next to the two photos of children who are hurt/sick.
- Say *Who is happy?* Demonstrate putting the happy face in the remaining spot.

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB p25

- Hand out the worksheets. Say *Trace and stick.*
- Ask questions to encourage one-to-one communication: *What's the matter? What hurts?*

» 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



6: Kid's culture lesson

Language focus

arm, down, finger, jump, leg, move, thumb, up

Aims

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

Materials

- Puppet
- Wallhanging
- Class CD1
- Pupil's Book worksheet [PB p27](#)
- Digital resources – see below



At a glance

1 Opening time

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

2 Remember time Going to the doctor

- Thumbs Up, Thumbs Down! game
- Stop! game

3 Focus time Nursery rhyme

- One Finger, One Thumb nursery rhyme
- Nursery rhyme video
- Dex Says game
- Guess The Action game

4 Table time

- Worksheet presentation
- Table Time chant
- Worksheet activity
- One Finger, One Thumb nursery rhyme
- Tidy Up chant
- Fold Your Arms chant

5 Closing time

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

Class audio

New

One Finger, One Thumb nursery rhyme [CD1 tracks 37/38](#) [TB p29](#)

Extra activities

Moon Cake playground game [TB p227](#)

Draw a circle with four segments numbered 1-4 on the floor and divide the class into four teams. One-by-one, a member of each team is blindfolded, spins and steps into one segment. The team score points according to the segment number. The first team to reach 10 points wins.

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.

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

Going to the doctor

» Thumbs Up, Thumbs Down! game TB p222


- Do the action for a value phrase. Say *(It hurts)!* The children put their thumbs up if the phrase and action match, and thumbs down if they don't.
- Repeat with different combinations of actions and value phrases *Go to the doctor* and *What's the matter?*

Stop! game TB p221

- Use the value phrase actions.
- Say *(What's the matter?)* The children repeat the action for (What's the matter?) until you say *Stop!*, when they have to stay very still. Repeat with all the value phrases.

3 Focus time

Nursery rhyme

» One Finger, One Thumb nursery rhyme  CD1 tracks 37/38 TB p29

- 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.

Suggested actions:

One finger: Hold up your index finger.

One thumb: Hold up your thumb.

Keep moving: Move the relevant body part.

One arm: Bend your arm at the elbow and hold it out.

One leg: Bend your leg at the knee and hold it up.

Jump up and down: Jump up and down on the spot.

Tip

Nursery rhyme video

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

» Dex Says game TB p221

- Children do the action for the nursery rhyme phrase you say, but only if you precede it with *Dex says ...*

Guess The Action game TB p224

- Select a volunteer. Whisper an action from the nursery rhyme to them, for example 'One finger'. The volunteer does the action.
- Ask the class *What is it?* Children guess the phrase. Elicit *It's 'One finger'!*
- Clap and praise the volunteer.
- Repeat with other actions from the nursery rhyme and different volunteers.

4 Table time

» Pupil's Book worksheet presentation PB p27

- Present the worksheet. Say *Wow! Look! One Finger, One Thumb ... !* Explain that the children are doing the actions from the nursery rhyme.
- Read or play One Finger, One Thumb, one verse at a time. Pause to point to the correct action for the relevant phrases from the nursery rhyme.
- Point to the pictures in the top row, and the outlines in the bottom row. Say *Match.* Demonstrate matching the pairs by drawing a line with your finger between the pictures and the outlines.

» Table Time chant  CD1 track 5 TB p2


» Pupil's Book worksheet activity PB p27

- Hand out the worksheets. Say *Match.* Ask questions to encourage one-to-one communication. *What is it? Is it ('move one finger')? What number is it?*

» One Finger, One Thumb nursery rhyme  CD1 tracks 37/38 TB p29

- Sing One Finger, One Thumb and point to the correct action 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



7: Speaking and literacy lesson

Language focus

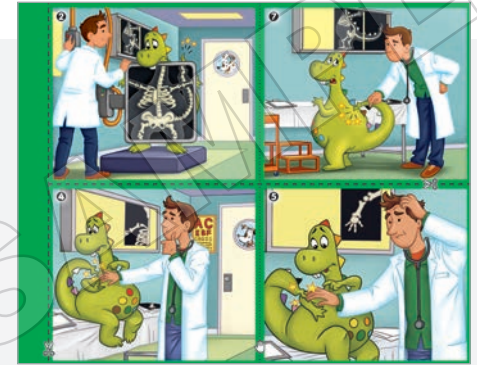
back, elbow, head, knee, shoulder, tummy, Does your (tummy) hurt? Yes it does.

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: *back, elbow, head, knee, shoulder, tummy*
- Class CD1
- Unit 2 storycards
- Pupil's Book worksheets [PB pp29–30](#), 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

- One Finger, One Thumb nursery rhyme
- Dex Says game

3 Focus time Dex's role play

- Ouch, It Hurts! 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 39/40](#)

Remember
One Finger, One Thumb nursery rhyme [CD1 track 38](#)
[TB p29](#)

Ouch, It Hurts! story [CD1 track 33](#) [TB p28](#)

Extra activities

Jump, Jump! game [TB p222](#)
Children stand in a circle and jump up and down. Call out *Does your (tummy) hurt?* Children stop jumping, repeat and do the action for (tummy). Repeat, using different body 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.

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

» One Finger, One Thumb nursery rhyme  CD1 track 38 TB p29

- Ask *Can you remember the nursery rhyme?*
- Sing One Finger, One Thumb and do the actions.

Dex Says game TB p221

- Children do the action for the nursery rhyme phrase you say, but only if you precede it with *Dex says ...*

3 Focus time

Dex's role play

Ouch, It Hurts! story  CD1 track 33 TB p28

- Retell or play the story, one storycard at a time. The children join in and say the body words.

» Sequencing Dex's story TB p223

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

» Dex's role play  CD1 tracks 39/40

- CD1 track 39 First play the role play presentation, using the tummy flashcard: *Does your tummy hurt? Yes, it does.* Say *Listen carefully.* Repeat several times.
- CD1 track 40 Now play the role play practice: *Does your (...) hurt?* Say *Let's listen and remember.* The children complete the gap with the word *tummy.* Use the tummy flashcard to guide children.
- Repeat the gapped 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 body words.
- Invite two volunteers to role play the dialogue for the class.

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

4 Table time

» Pupil's Book worksheet presentation PB pp29–30 TB p208

- Use PB pages 29–30 (the storybook) and TB page 208 (the storybook cover). Present the worksheets. Say *Its 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 dashes – cut here. Cut carefully. Look at the dots – fold here. Fold carefully.*
- Demonstrate how to fold the TB page to make the cover. Say *Look at the dashes – 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 pp29–30 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 storybooks. 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 storybook. Point to the emoticon. Say *Draw happy or sad.* The children draw a happy face or a sad face.
- 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 pxxi

» Reflection TB pxxix

» Goodbye song  CD1 track 2 TB p3



8: Review lesson

Language focus

back, elbow, head, knee, shoulder, tummy, diamond, oval, rectangle, fast, five, four, fruit, Does your (tummy) hurt? Yes it does.

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: body words, diamond, oval, rectangle, grapheme /f/, five, four, fast, fruit
- Class CD1
- Pupil's Book worksheets PB pp31–32
- Digital resources – see below



At a glance

1 Opening time

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

2 Focus time

- Action Sequences game
- Let's March! song
- Discover With Me
- What's Missing? game
- The Shapes song
- Buddy's Beats rap: /f/
- One Finger, One Thumb 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

Let's March! song [CD1 track 31](#) [TB p29](#)

The Shapes song [CD1 track 34](#) [TB p29](#)

Buddy's Beats rap: /f/ [CD1 track 36](#) [TB p29](#)

One Finger, One Thumb nursery rhyme [CD1 track 38](#)
[TB p29](#)

Review activity [CD1 track 41](#)

Extra activities

Ouch, It Hurts! story [CD1 track 33](#) [TB p28](#)
Read or play the story. The children say the body words.

Action Sequences game [TB p223](#)
Select two or three /f/ words and create a sequence: Fruit, five, fruit, five ... etc. Volunteers do the actions as the class calls out the words in sequence.

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.

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

» Action Sequences game TB p223

- Select two or three body words and create a sequence. Volunteers do the actions for the vocabulary items as the class calls out the words in sequence.
- Repeat with other volunteers and all the body vocabulary.

» Let's March! song  CD1 track 31 TB p29

- Put the body vocabulary flashcards in the wallhanging, facing outwards. Say *Let's sing a song*.
- Encourage the children to join in with the actions and lyrics.

» Discover With Me  CD1 track 3 TB p2

- Put the body 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 (*Elbow*). *It's an (elbow)*. Repeat and demonstrate the action for the word. The children do the action and say the word. Repeat with all the flashcards.

» What's Missing? game TB p224


- Put five body vocabulary flashcards in the wallhanging, facing outwards. The children help Dex to identify the missing flashcard.

» The Shapes song  CD1 track 34 TB p29

- Put the shape flashcards in the wallhanging, facing outwards. Say *Let's sing a song. Listen and point to the flashcards*. Encourage the children to join in with the actions and lyrics.

Buddy's Beats rap: /f/  CD1 track 36 TB p29

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

One Finger, One Thumb nursery rhyme  CD1 track 38 TB p29

- Play the nursery rhyme. Encourage the children to join in with the actions and lyrics.

3 Table time

» Pupil's Book review worksheet presentation  CD1 track 41 PB p31

- Present the worksheet. Say *Oh dear, Dex! What hurts? Let's listen carefully!* Play the first item. Hold up your worksheet and repeat *Knee*. Point to the first picture and say *Is it knee?* Elicit *No*. Point to the second picture and ask *Is it knee?* Elicit *Yes*. Say *Yes, knee. 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 41 PB p31

- 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 2 star sticker from the sticker sheet and tell them to stick it in place.


» Pupil's Book progress worksheet presentation PB p32

- Present 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). 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 p32

- 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



9: PLUS vocabulary lesson

Language focus

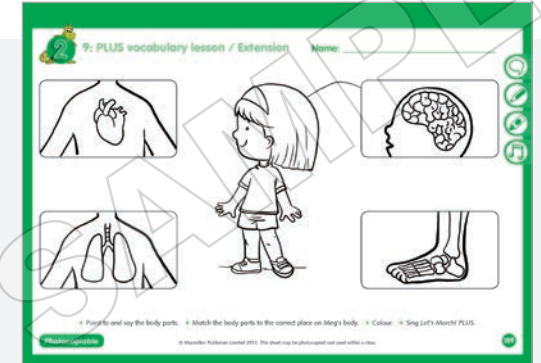
bones, brain, heart, lungs

Aims

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

Materials

- Puppet
- Wallhanging
- Flashcards: *back, elbow, head, knee, shoulder, tummy, bones, brain, heart, lungs*
- Class CD1
- Photocopiable worksheet [TB p189](#)
- Digital resources – see below



At a glance

1 Opening time

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

2 Remember time The body

- Let's March! song
- Which Number? game

3 Focus time The body PLUS

- Discover With Me
- Dex's Dino Stomp
- Let's March! PLUS song
- Stop! game
- What's Missing? game

4 Table time

- Worksheet presentation
- Table Time chant
- Worksheet activity
- Let's March! PLUS song
- Tidy Up chant
- Fold Your Arms chant

5 Closing time

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

Class audio

New

Let's March! PLUS song [CD1 track 43](#) [TB p29](#)

Remember

Let's March! song [CD1 track 31](#) [TB p29](#)

Extra activities

Copy Me! game [TB p221](#)

Do the action for a PLUS vocabulary item. Children copy and call out the word. Repeat with all the PLUS vocabulary.

Jump, Jump! game [TB p222](#)

Children stand in 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.

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 body

» Let's March! song  CD1 track 31 TB p29

- Put the body vocabulary flashcards in the wallhanging, facing outwards.
- Say *Let's sing a song*. Play the song and remind children of the actions.
- Play the song again. The children sing and do the actions.

Which Number? game TB p224

- Put the body vocabulary flashcards in the wallhanging. Put the number 1–6 flashcards on top of each of the flashcards.
- Ask *What number is (chest)?* Elicit the correct response: *number (three)!*
- Repeat with the remaining body words. Repeat the game several times.

3 Focus time

The body PLUS

» Discover With Me  CD1 track 3 TB p2

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

- Practise the words for extra body vocabulary, using the echo technique. Hold up a flashcard. Say *Look, it's (bones), (bones), (bones), (bones), (bones)*, from loud to quiet.
- The children echo the word, from loud to quiet. Repeat with all the flashcards.

Suggested actions:

bones: *Run hand down arm and over fingers.*

brain: *Put the fingers of both hands onto head.*

heart: *Put one hand on chest and tap it, like a heartbeat.*

lungs: *Put both hands on chest, and breathe in and out.*

Tip

» Dex's Dino Stomp  CD1 track 42 TB p3

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

» Let's March! PLUS song  CD1 track 43 TB p29

- Put the vocabulary PLUS 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.

The karaoke version of Let's March! PLUS is

 CD1 track 44

Tip

» Stop! game TB p221

- Say *(Heart)! or It's a (heart)!* The children do the action for (heart) repeatedly until you call *Stop!*
- Repeat with all the body vocabulary.

» What's Missing? game TB p224

- Put three vocabulary PLUS flashcards in the wallhanging, facing outwards. The children help Dex to identify the missing flashcard.

4 Table time


» Photocopiable worksheet presentation TB p189

- Present the worksheet. Point to the (heart). Ask *What (is it)?* Elicit the response *Heart*.
- Point to the (heart) again and the girl. Say *Match*. Demonstrate, using your finger to match the (heart) to the correct place on the girl's body. Repeat with the brain, lungs and bones.
- Say *Now colour*. *Colour the girl. Colour the bones, the heart, the brain and the bones.*

» Table Time chant  CD1 track 5 TB p2


» Photocopiable worksheet activity TB p189

- Hand out the worksheets. Say *Let's work! Match and colour*. Ask questions to encourage one-to-one communication. *What is it? Where on the girl?*

» Let's March! PLUS song  CD1 track 43 TB p29

- Sing the song and point to the body parts 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