



Unit overview

Vocabulary

mummy, daddy, brother, sister

Colour and number

red, one

Vocabulary PLUS

granny, grandad

Story value

Being friendly

Concepts

sunny, rainy

In this unit Dex meets his new family. Dex is very friendly!

Children learn family names and sing the nursery rhyme *Family Fingers*. They practise the weather words *sunny* and *rainy*, the colour *red* and the number *one*.

At the end of the unit, children review what they have learnt.

Story

Hello Dex!

Storycard 1

Narrator: This is Meg, Charlie and Buddy. Charlie and Meg are brother and sister. They are in the garden. It's sunny.

Buddy: Grr. Woof woof!

Charlie: What is it, Buddy?

Buddy: Grr. Woof woof!



Storycard 2

Buddy: Woof woof!

Meg: What is it, Charlie?

Charlie: I don't know. Daddy, Mummy! Come here, please!

Buddy: Woof!

Storycard 4

All: Oh!

Meg: What is it?

Charlie: It's a ...

Dex: Dex! I'm Dex.

Charlie: ... dinosaur!

Dex: I'm Dex the dinosaur. Hello!

All: Oh! Hello, Dex!

Buddy: Woof woof!

Storycard 3

Meg: What is it, Daddy?

Daddy: I don't know.

Charlie: What is it, Mummy?

Mummy: I don't know.

All: Oh!

Songs

Vocabulary song



I Love My Family

*I love Mummy! I love Brother!
I do, I do I do, I do
I love Mummy! I love Brother!
Yes, I do! Yes, I do!*

*I love Daddy! I love Sister!
I do, I do I do, I do
I love Daddy! I love Sister!
Yes, I do! Yes, I do!*

Nursery rhyme



Family Fingers

*Daddy finger, Daddy finger Sister finger, Sister finger
Where are you? Where are you?
Here I am! Here I am! Here I am! Here I am!
How are you? How are you?*

*Mummy finger, Mummy finger Dex finger, Dex finger
Where are you? Where are you?
Here I am! Here I am! Here I am! Here I am!
How are you? How are you?*

*Brother finger, Brother finger
Where are you?
Here I am! Here I am!
How are you?*

Colours & Numbers song



One Red Heart

*One red heart
One red heart
I have one red heart
One red heart!*

Vocabulary PLUS song



I Love My Family PLUS

*I love Granny!
I do, I do
I love Granny!
Yes, I do!*

*I love Grandad!
I do, I do
I love Grandad!
Yes, I do!*



1: Vocabulary lesson

Language focus

mummy, daddy, brother, sister

Aims

- To identify and respond to family vocabulary.
- To listen to and join in with I Love My Family song.

Materials

- Puppet
- Wallhanging
- Pupil's Book worksheet [PB p3](#)
- Unit 1 stickers
- Flashcards: *Meg, Charlie, Buddy, Dex, mummy, daddy, brother, sister*
- Class CD1
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine

2 Remember time Characters

Hello Friends song

3 Focus time Family

Discover With Me
Dex's Dino Stomp
Who's Missing? game
I Love You! game
I Love My Family song

4 Table time

Worksheet presentation
Table Time chant
Worksheet activity
I Love My Family song
Tidy Up chant
Fold Your Arms chant

5 Closing time

Closing routine
Bye-bye song

Class audio

New

Dex's Dino Stomp [CD1 track 12 TB p2](#)

I Love My Family song [CD1 track 13 TB p9](#)

Remember

Hello Friends song [CD1 track 11 TB p3](#)

Extra activities

Who's Got ...? game [TB p163](#)

Invite children to hold a family member flashcard. Ask *Who's got (mummy)?* Children say the name of the child holding that flashcard.

A Family Project

Children use family photos from home to talk about family members.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

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

Pupil's Digital Kit (PDK)

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

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

You may wish to introduce the Pupil's Book activity at the end of Opening time or at the end of Focus time.

Tip

2 Remember time

Characters

» Hello Friends song  CD1 track 11 TB p3

- Put the flashcards into the wallhanging, facing outwards.
- Dex takes the flashcards out and greets each character. He says *Hello (Meg)*.
- Put the flashcards around the classroom. Sing the song and point to the flashcards.

3 Focus time

Family

» Discover With Me  CD1 track 3 TB p2

- Put the family flashcards in the wallhanging, facing inwards.
- The children say the Discover With Me chant and do the actions.
- Dex takes a flashcard out of the wallhanging. Look surprised and say *Wow! Who is it?* Dex says *(Mummy). It's (Mummy)*.
- Say *Hello (Mummy)*. The children wave and say *Hello*. Put the card back in the wallhanging, facing outwards.
- Repeat with daddy, brother and sister.

When talking about family, try to be aware of individual children's family circumstances. Approach the topic with sensitivity.

Tip

» Dex's Dino Stomp  CD1 track 12 TB p2

- Put the family flashcards around the classroom.

- Hold Dex and say *Let's do Dex's Dino Stomp. Look!* Demonstrate the actions.
- Say *Listen, dance and point*. The children sing, dance and point to the family flashcards.
- Pretend Dex is excited. Ask *Again Dex?* Dex nods. Say *Let's do it again!* Repeat.
- Dex praises the children. He says *Well done! That's right!*

Suggested actions:

One, two, three: stomp your feet x3

Do the Dino Stomp: wiggle your bottom from side to side and wave your hands in the air

With me: point to your chest

1,2,3, (Mummy): stamp your feet x3 and point to the (Mummy) flashcard


Tip

Who's Missing? game TB p166

- Put three family flashcards in the wallhanging, facing outwards. Keep the fourth flashcard with you. Don't let the children see it.
- Dex points to each flashcard in the wallhanging in turn. The children say the name of each family member.
- Dex points to an empty pocket. Shrug your shoulders. The children help Dex identify the missing family flashcard. Remind them of the family members again if necessary. Praise the children. Say *Well done! That's right!* Show them the flashcard.
- Repeat the game several times.

I Love You! game

- Place all four family flashcards in the wallhanging, facing outwards.
- Point to each flashcard in turn. Say *(Mummy), I love you*. Repeat with *daddy, brother* and *sister*.
- The children join in.

» I Love My Family song  CD1 track 13 TB p9


- Put the family flashcards around the classroom. Say *Let's listen to a song*. Play the song and point to the flashcards around the room.
- 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.

Suggested actions:

I love: make a heart shape with your fingers and thumbs

(Family members): point to the family flashcards

Tip

When children are more confident, you can use the **Tip** karaoke version of I Love My Family.  CD1 track 14

4 Table time


» Pupil's Book worksheet presentation PB p3

- Present the worksheet and the sticker sheet. Say *Stickers! Hooray!*
- Hold up the sticker sheet and say *Where's Daddy?*
- Hold up the worksheet. Point to the family members on the left-hand side. Point to (Daddy) and ask *Is it (Daddy)?*

» Table Time chant  CD1 track 5 TB p2


» Pupil's Book worksheet activity PB p3

- Give children their Pupil's Book and help them to find page 3. Hand out the sticker sheets.
- Hold up the worksheet and say *Where does Daddy go?* Check that the children are pointing to the correct silhouette on the worksheet and say *Good. Stick down your sticker*. Repeat with the remaining stickers.
- Show children how to trace the lines to match the pictures on the left-hand side with those on the right.
- Give children time to colour the pictures on the right-hand side of the page. Ask questions to encourage one to one communication. Ask *Who's this? What colour is this?* Monitor and praise the children as they do the activity.
- Children can complete the personalisation activity on the back of the worksheet. They draw and colour a picture of their family.

» I Love My Family song  CD1 track 13 TB p9

- Play I Love My Family again to reinforce understanding.
- Children sing and point to the family members on their worksheets.

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

5 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p3



2: Story lesson

Language focus

mummy, daddy, brother, sister

Aims

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

Materials

- Puppet
- Wallhanging
- Pupil's Book worksheet [PB p5](#)
- Flashcards: *mummy, daddy, brother, sister*
- Unit 1 storycards
- Class CD1
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine

2 Remember time Family

Discover With Me
I Love My Family song

3 Focus time Dex's story

Story Time chant
Hello Dex! story

4 Table time

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

5 Closing time

Closing routine
Bye-bye song

Class audio

New

Hello Dex! story  [CD1 track 15](#) [TB p8](#)

Remember

I Love My Family song  [CD1 track 13](#) [TB p9](#)

Extra activities

Roll The Ball game

Roll a ball to a child and say *Hello, (Lucia)*. Help children greet each other by continuing to roll the ball.

Show And Tell [TB p167](#)

Ask children to bring in photos of their family. Invite confident children to introduce their family to the class. Ask questions about the photos. Ask *Is this (Mummy)?* Make a class display using the photos.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

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

Pupil's Digital Kit (PDK)

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

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p2

» Opening routine TB pxxi

2 Remember time

Family

Discover With Me  CD1 track 3 TB p2

- Put the family vocabulary flashcards in the wallhanging, facing inwards.
- The children say the Discover With Me chant and do the actions.
- Dex takes a flashcard out of one of the pockets and shows it to the class.
- Ask *Is it (Mummy)?* Praise the children if they are correct. Say *We love Mummy!* and make the heart sign. Repeat with the other flashcards.
- Ask questions to prompt a negative response. Say *Is it (brother)?* Elicit *No, it's (sister)!*
- Dex praises and encourages the children.

» I Love My Family song  CD1 track 13 TB p9

- Put the family flashcards around the classroom.
- With Dex say *Stand up! Let's sing a song. Can you remember the song?*
- Play the song. Children sing and point to the family flashcards. Repeat.

Play I Love My Family using the puppet. Children pass Dex around until the music stops. The child holding Dex says *Hello, Dex!* Repeat.

Tip

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.*

» Hello Dex! story  CD1 track 15 TB p8

- Read Hello Dex! using your best story telling technique (TB pxxv).
- Read or play the story, one storycard at a time. Ask questions to aid understanding, and discuss talking points. Use the prompts on the reverse of the storycards and ask your own questions.
- Read or play the story again. The children join in and say the family words. Help them by pausing in appropriate places.
- Point out to the children that Dex and the family are very friendly when they meet, and that it's good to be friendly.

Keep an eye on all the children. If some seem to be losing interest, or not following the story, ask questions to bring attention back or help with comprehension.

Tip

4 Table time

» Pupil's Book worksheet presentation PB p5


- Present the worksheet. Say *Look! It's Dex and the family.* Point to each member of the family and ask *Who's this?*
- Say *Say hello to Dex and the family! 1, 2, 3, Hello!*
- Point to the ball. Say *Is it a ball?* Say *Well done! Yes, that's right.*
- Say *Colour the ball red. Colour Dex.* Demonstrate.

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB p5

- Give each child their Pupil's Book and crayons. Help them open their books at page 5.
- Ask questions to encourage one-to-one communication. *Who's this? What colour is it?*
- Show some of the children's worksheets and use the language to confirm they have completed it correctly.

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

5 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p3



3: Concepts lesson

Language focus

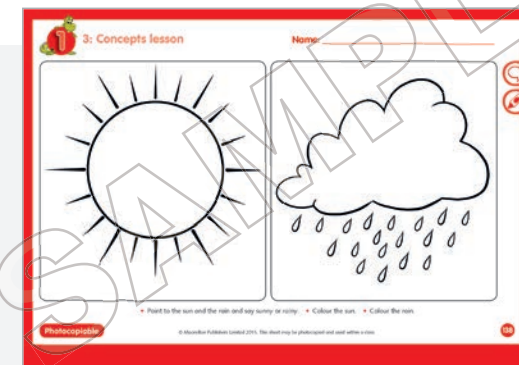
sunny, rainy

Aims

- To identify and respond to the concepts *sunny* and *rainy*.
- To listen to and join in with the Weather chant.

Materials

- Puppet
- Wallhanging
- Photocopiable worksheet TB p138
- Flashcards: *mummy, daddy, brother, sister, sunny, rainy*
- Class CD1
- Digital resources – see below



At a glance



Class audio

New
Weather chant CD1 track 9 TB p2

Remember
Hello Dex! story CD1 track 15 TB p8

Extra activities

Stamp, Stomp game TB p163
You and the children walk like Dex. Say *Stamp stomp, stamp stomp, stamp stomp ...* Say *Stop!* Say (*brother*).
The children point to the correct family flashcards somewhere on the classroom wall.

A Sunny Picture
Use yellow finger paint to do a handprint sun.
Optional: Use them to decorate the weather chart.

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 an interactive activity.

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

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

2 Remember time

Family

» Where's (Mummy)? game

- Put the family flashcards in the wallhanging, facing outwards.
- Dex points and asks *Is this (Daddy)?* Repeat with different members of the family.
- Then Dex asks *Where's Mummy?*
- Dex praises the children *That's right! Well done!*

If the children brought photos to class for Lesson 1, use these to play the Where's Mummy? game. **Tip**

3 Focus time

sunny, rainy

» Discover With Me  CD1 track 3 TB p2

- Put the *sunny* and *rainy* flashcards in the wallhanging, facing inwards.
- The children say the Discover With Me chant and do the actions.
- Dex takes a flashcard out of the wallhanging. Look surprised and say *Wow! What is it?* Dex says (*Sunny*). *It's (sunny)*. Repeat and demonstrate the action for the word. The children do the action and say the word.
- Dex puts the card back in the wallhanging and takes out the other card. Repeat.
- Dex praises and encourages the children.

Suggested actions:

sunny: hold your hands up and open and close them
rainy: wiggle your fingers downwards

Tip

» Hello Dex! story  CD1 track 15 TB p8

- Read the story aloud using your best story telling technique (TB pxxv), or play the CD.
- Read or play the story again. The children join in and say the family words. Help them by pausing in appropriate places.
- Show storycard 1 to the children. Point and say *This is a family*. Encourage the children to wave and say hello to the different family members.
- Point to the big, yellow sun. Ask *Is it sunny or rainy?* Do the action and encourage the children to join in. Say *Yes, it's sunny!*
- Hold up the *sunny* flashcard and repeat *It's sunny*.
- Hold up the *rainy* flashcard and ask *Is it rainy?* Shake your head and say *No, it's not rainy. It's sunny!* Encourage children to repeat.

If you have a window in your classroom, invite children to look out and tell you today's weather. **Tip**

Where's (Sunny)? game

- Put the *sunny* and *rainy* flashcards back into the wallhanging, facing inwards.
- Say *Where's sunny? Let's find sunny!*
- Children take turns to take one of the flashcards out of the wallhanging. Dex says *Yes, that's right! Well done!* or *Oh no! Try again!*
- Repeat with *rainy*.

» Weather chant  CD1 track 9 TB p2

- Mime the actions. Encourage the children to join in and sing along.

If you have a weather chart, children can put the *sunny* or *rainy* flashcard on it. [See introduction, page xxxi] You can put the photo of the child next to it, too. **Tip**

4 Table time

» Photocopiable worksheet presentation TB p138

- Present the worksheet. Point to the sun. Ask *Is it sunny?* Point to the rain. Ask *Is it rainy?* Dex praises the children.
- Hold up a yellow crayon. Say *Colour the sun!* Point to the sun on the worksheet. Hold up a blue crayon. Say *Colour the rain!* Point to the rain on the worksheet.

» Table Time chant  CD1 track 5 TB p2

» Photocopiable worksheet activity TB p138

- Hand out the worksheets and crayons.
- Ask questions to encourage one-to-one communication. *Is it (rainy/sunny)? What colour is it?*
- Monitor and praise the children as they colour in their pictures.

» Weather chant  CD1 track 9 TB p2

- Mime the actions. Encourage the children to join in and sing along.

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

5 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p3



4: Colours and numbers lesson

Language focus

red, one

Aims

- To identify the colour red.
- To identify the number 1 (one).
- To listen to and sing One Red Heart.

Materials

- Puppet
- Wallhanging
- Pupil's Book worksheet [PB p7](#)
- Flashcards: red, one, rainy, sunny, one red heart
- Different-coloured classroom objects
- Class CD1
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine

2 Remember time

sunny, rainy
Weather chant

3 Focus time

red, one

Where's Dex? game
Discover With Me
Let's Find Red game
One Red Heart song
One Red Heart video

4 Table time

Worksheet presentation
Table Time chant
Worksheet activity
One Red Heart song
Tidy Up chant
Fold Your Arms chant

5 Closing time

Closing routine
Bye-bye song

Class audio

New

Weather chant CD1 track 9 TB p2

One Red Heart song CD1 track 16 TB p9

Extra activities

I Love You! game

Put the family flashcards face down. Put the One Red Heart flashcard face up. Turn over a flashcard. Elicit the name. Point to the heart and say *I love (mummy)*. Repeat with other family members.

Find One Red Heart game TB p164

Hide the One Red Heart flashcard somewhere in the classroom. Invite a volunteer to look for it. Say *Red* loudly when they are near, and quietly when they are far away.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

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

Pupil's Digital Kit (PDK)

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

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

2 Remember time

sunny, rainy

» Weather chant  CD1 track 9 TB p2

- Do the actions and encourage the children to join in and sing along.
- Ask children what the weather is like today. Invite a child to put the appropriate flashcard in the wallhanging.

3 Focus time

red, one

» Where's Dex? game

- Hide Dex somewhere in the classroom.
- Look inquiringly around the classroom (under the table, in the corner, and so on). Say *Where's Dex?*
- Call out *Dex, where are you?* Repeat a number of times whilst looking around the classroom.
- Say *Ah ha! Here he is!* Put the puppet on and greet the children.

» Discover With Me  CD1 track 3 TB p2

- Put the *one* and *red* flashcards in the wallhanging, facing inwards. Place the red flashcard in the red pocket.
- The children say the Discover With Me chant and do the actions.
- Dex takes out the *one* flashcard and shows it to the class. Ask *What number is it?* Say *One, it's one.*
- Dex looks at the red pocket on the wallhanging. Ask *What colour is it?* Say *Red, it's red.*

- Dex looks inside the pocket. Say *Aaahh!* as he takes out the *red* flashcard.
- Show it to the children and say *It's red.*

Let's Find Red game

- Put a collection of different-coloured classroom objects around the classroom. Make sure there are plenty of red objects (crayons, card, pencil sharpener, plastic flower, etc.).
- Say *Let's find red.*
- Tell children to put the red objects into the red pocket of the wallhanging.

Tip
Continue to revise the colours in each lesson. If children are wearing the target colour, point and ask *What colour is it?*


» One Red Heart song  CD1 track 16 TB p9

- Put the *one red heart* flashcard in the wallhanging facing outward. Say *Let's listen to a song.* Play the song and point to the flashcard.
- 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.

Suggested actions:

One red heart: Hold up one finger, then make a heart shape with your fingers and thumbs.

Pom-pom, pom-pom: bring the heart shape in and out towards your chest

Tip
When children are more confident, you can use the karaoke version of One Red Heart song.  CD1 track 17

One Red Heart video

- Watch the video.
- Join in with the song and copy the actions.

4 Table time

» Pupil's Book Worksheet presentation PB p7

- Present the worksheet. Point to the heart that Dex is holding. Say *Trace* and demonstrate tracing the line with your finger.
- Point to the section that has been coloured red and say *Look! What colour is it?* Say *Yes, that's right! It's red. Colour the heart red.*
- Demonstrate.

» Table Time chant  CD1 track 5 TB p2


» Pupil's Book Worksheet activity PB p7

- Give children their Pupil's Book and red crayons. Help them to open their books at page 7.
- Monitor and praise the children as they do the activity.
- Ask questions to encourage one-to-one communication: *Is it red?*

» One Red Heart song  CD1 track 16 TB p9

- Encourage the children to sing along and do the actions as they point to the heart in their books.

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

5 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p3



5: Kid's culture lesson

Language focus

mummy, daddy, sister, brother, How are you?

Aims

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

Materials

- Puppet
- Wallhanging
- Photocopiable worksheet TB p139
- Flashcards: one, mummy, daddy, brother, sister, one red heart, rainy, sunny
- Class CD1
- Digital resources – see below



At a glance



Class audio

New

Family Fingers nursery rhyme

CD1 tracks 18/19 TB p9

Remember

One Red Heart song CD1 track 16 TB p9

Extra activities

Dex's Heart activity

Cut out heart shapes for children to colour in. Put the Dex flashcard on the wall. Invite children to stick their heart around it and say *I love you, Dex!*

Dex's Wiggle chant CD1 track 10 TB p3
Children do Dex's Wiggle chant.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

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

Pupil's Digital Kit (PDK)

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

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

2 Remember time

» Weather chant  CD1 track 9 TB p2

- Mime the actions. The children join in and sing along.
- Ask children what the weather is like today. Invite a child to put the appropriate flashcard in the wallhanging.

Show Me, Dex! game

- Dex holds the one red heart flashcard behind his back (as if he were hiding something). Say *Dex, what's that?* Point to the flashcard.
- Say *Show me, show me!* Repeat a few times. Dex shakes his head.
- Say *Oops sorry!* Say *Show me, show me, please.*
- Dex shows children the *one red heart* flashcard. Ask *What colour is it?* Say *Red! Good, that's right.*

One Red Heart song  CD1 track 16 TB p9

- Encourage the children to join in and do the actions.

3 Focus time

Nursery rhyme

» Discover With Me  CD1 track 3 TB p2

- Put the family flashcards in the wallhanging, facing inwards.
- The children say the Discover With Me chant and do the actions.

- Dex takes a flashcard out of the wallhanging and holds it in his mouth. Look surprised, mime and say *Wow! Who is it?* Dex says *(Mummy). It's (Mummy).*
- Say *Hello (Mummy).* The children wave and say *Hello.* Put the card back in the wallhanging.
- Repeat with daddy, brother and sister.
- Dex praises and encourages the children.

» Family Fingers nursery rhyme  CD1 tracks 18/19 TB p9

- Put the family flashcards in the wallhanging, facing inwards. Say *Let's find (Daddy)!*
- Invite a volunteer to choose a card from the wallhanging. If it is the correct flashcard, congratulate the child. If not say *Try again!* until he/she finds the correct flashcard.
- Hold up the *Daddy* flashcard. Say *Look, it's Daddy.* Say *Hello.* Children wave and say *Hello* to Daddy. Repeat with the remaining family flashcards.
- Make sure the family flashcards are back in the wallhanging, facing outwards.
- Say *Let's listen to a British 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 do the actions.

Suggested actions:

Daddy finger: hold up thumb

Mummy finger: hold up index finger and thumb

Brother finger: hold up thumb, index and middle fingers

Sister finger: hold up thumb, index, middle and ring fingers

Dex finger: hold up thumb and all fingers

Tip

Nursery rhyme video

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

4 Table time

» Photocopiable worksheet presentation TB p139

- Present the worksheet. Say *Look! It's Dex and the family.* Point to each member of the family and ask *Who's this?*
- Say *Say hello to Dex and the family! 1, 2, 3, Hello!*
- Point to the finger puppets. Point to (Daddy) and say *It's (Daddy).* Point to Daddy above and say *It's (Daddy)!*
- Show children how to trace the lines from the people to the puppets.

» Table Time chant  CD1 track 5 TB p2


» Photocopiable worksheet activity TB p139

- Hand out the worksheets and crayons. Say *Trace and colour.*
- Ask questions to encourage one-to-one communication. Ask *Who's this? What colour?*
- Show some of the children's worksheets and use the language to confirm they have completed it correctly.

» Family Fingers  CD1 tracks 18/19 TB p9

- Play Family Fingers nursery rhyme again to reinforce understanding. Encourage the children to sing along and do the actions as they point to the finger puppets on their worksheets.

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

5 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p2



6: Review lesson

Language focus

mummy, daddy, sister, brother, rainy, sunny, red, one

Aims

- To review Unit 1 language.
- To review Unit 1 songs and nursery rhyme.

Materials

- Puppet
- Wallhanging
- Photocopiable worksheet [TB p140](#)
- Flashcards: *mummy, daddy, brother, sister, red, one, sunny, rainy*
- Class CD1
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine

2 Focus time

I Love My Family song
Family Fingers
Discover With Me
Stop, Dex, Stop!
One Red Heart song

3 Table time

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

4 Closing time

Closing routine
Bye-bye song

Class audio

Remember

I Love My Family song CD1 track 13 TB p9

One Red Heart song CD1 track 16 TB p9

Family Fingers nursery rhyme

CD1 tracks 18/19 TB p9

Extra activities

Oops, Sorry! game TB p166

Put the flashcards face down. Dex asks *Where's (mummy)?* He takes a flashcard. If it's right, say Yes! *Well done!* If not, say *Oops, sorry!*

Stamp, Stomp game TB p163

You and the children walk like Dex. Say *Stamp stomp, stamp stomp ...* Say *Stop!* Individuals point and name one of the family flashcards on the classroom wall.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

Go to the TPK to watch the video, present the worksheet, and do interactive activities.

Pupil's Digital Kit (PDK)

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

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

2 Focus time

» I Love My Family song  CD1 track 13 TB p9

- Put the family flashcards around the classroom.
- With Dex say *Stand up! Let's sing a song. Can you remember the song?*
- Play the CD. Children sing and point to the family flashcards. Repeat.

Family Fingers nursery rhyme  CD1 tracks 18/19 TB p9

- With Dex say *Stand up! Let's say a nursery rhyme. Can you remember the nursery rhyme?*
- Play the CD. The children listen and watch as you do the rhyme with the actions.
- Play the nursery rhyme again and repeat the actions. Children sing and do the actions.

» Discover With Me  CD1 track 3 TB p2

- Put the family and concept flashcards in the wallhanging, facing inwards.
- The children say the Discover With Me chant and do the actions.
- Dex takes a flashcard out of the wallhanging and holds it in his mouth. Look surprised, mime and say *Wow! Who is it?* Dex says *(Mummy). It's (Mummy).*
- Say *Hello (Mummy).* The children wave and say *Hello.* Put the card back in the wallhanging.
- Repeat with all the flashcards.
- Dex praises and encourages the children.

» Stop, Dex, Stop! game TB p166

- Put the family flashcards in the wallhanging, facing inwards.
- Select a confident child to stand with you by the wallhanging.
- Dex touches and chants the vocabulary *mummy, daddy, brother, sister.*
- Tell the child to say *Stop!*
- The child takes out the flashcard Dex lands on and shows it to the rest of the class. The class names the flashcard.
- The child then chooses a friend to call out *Stop!*
- Continue until all the flashcards have been taken out of the wallhanging.

Keep a note of which children you ask to participate and ensure each child who wants one has a turn.

Tip

One Red Heart song  CD1 track 16 TB p9

- Sing the song. The children join in and do the actions.

You may wish to review the unit story again, using the storytelling video, the Story Tool or the storycards.

Tip

3 Table time

» Photocopiable worksheet presentation TB p140

- Present the worksheet. Look eagerly at the picture and say *What can you see?* Point to the family members and ask where they are. Elicit as much as possible from the children. Ask what the weather is like.
- Ask *Where's Mummy?* Point to Mummy and say *Here's Mummy!* Say *Let's circle Mummy.* Show the children how to draw a circle round Mummy's head.

» Table Time chant  CD1 track 5 TB p2

» Photocopiable worksheet presentation TB p140

- Hand out the worksheets.
- Hold up the worksheet and say *Where's Mummy?* Check that the children are pointing to Mummy on the worksheet and say *Good. Draw a circle.* Repeat with the other family members.
- Give children time to colour the picture.
- When the children have finished, say *Look! It's the family.* Point and repeat the names of the family members with the children.

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

4 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p3



7: PLUS vocabulary lesson

Language focus

granny, grandad

Aims

- To identify and respond to extra family vocabulary.
- To listen to and join in with I Love My Family PLUS song.
- To make a wordbook.

Materials

- Puppet
- Wallhanging
- Photocopiable worksheet TB p141
- Flashcards: *mummy, daddy, brother, sister, granny, grandad*
- Class CD1
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine

2 Remember time

I Love My Family song

3 Focus time

Discover With Me
Dex's Dino Stomp
Say Hello! game
I Love My Family PLUS

4 Table time

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

5 Closing time

Closing routine
Bye-bye song

Class audio

New

Dex's Dino Stomp CD1 track 20 TB p2

I Love My Family PLUS song CD1 track 21 TB p9

Remember

I Love My Family song CD1 track 13 TB p9

Extra activities

Action! game TB p164

Dex calls out instructions for the children to follow such as *A kiss for mummy!* Other actions: *A kiss for (daddy, brother, sister, granny, grandad).*

Pass The Card game TB p167

The children sit in a circle. Play some music. The children pass the family cards, face down, around the circle. Stop the music. The children with the cards say 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, play Dex's Dino Stomp, present the worksheet, and do an interactive activity.

Pupil's Digital Kit (PDK)

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

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

2 Remember time

» I Love My Family song  CD1 track 13 TB p9

- Put the *mummy, daddy, brother* and *sister* flashcards around the classroom.
- With Dex say *Stand up! Let's sing a song. Can you remember the song?*
- Play the CD. Children sing and point to the family flashcards. Repeat.

3 Focus time

» Discover With Me  CD1 track 3 TB p2

- Put the family flashcards in the wallhanging, facing inwards. Include the family PLUS flashcards.
- The children say the Discover With Me chant and do the actions.
- Dex takes a flashcard out of one of the pockets and shows it to the class.
- Ask *Who is it?* Praise the children if they are correct. Say *Yes! It's (Mummy)!* Say *Say hello to Mummy.* Encourage children to wave and say hello.
- Ask questions to prompt a negative response. Say *Is it (Daddy)?* Elicit *No, it's (brother)!*
- Introduce the new family members by saying *Ah! Look! It's (Granny)!* Say *Hello to (Granny).* Children wave and say *Hello, (Granny)!*
- Dex praises and encourages the children.

Dex's Dino Stomp  CD1 track 20 TB p2

- Put the family PLUS flashcards around the classroom.
- Hold Dex and say *Let's do Dex's Dino Stomp! Look!* Demonstrate the actions.
- Say *Listen, dance and point.* The children sing, dance and point to the family PLUS flashcards.
- Pretend Dex is excited. Ask *Again, Dex?* Dex nods. Say *Let's do it again!* Repeat.
- Dex praises the children. He says *Well done! That's right!*

» Say Hello! game

- Invite six children to the front and give them each a family flashcard. Tell them not to show the rest of the class.
- Invite one of the other children to say *Hello, (Granny)!* The child with the corresponding family flashcard should turn it round, wave back, and say *Hello, (Mario)* in an appropriate voice.
- Repeat several times, inviting different children to the front.

» I Love My Family PLUS song  CD1 track 21 TB p9

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

When children are more confident, you can use the karaoke version of I Love My Family PLUS song. **Tip**

 CD1 track 22

Suggested actions:

I love: *make a heart shape with your fingers and thumbs.*

(Family members): *point to the family flashcards.*

4 Table time

» Photocopiable worksheet presentation TB p141

- Present the worksheet and say *Wow! It's the family! Let's make a family workbook!*


» Table Time chant  CD1 track 5 TB p2

» Photocopiable worksheet activity TB p141

- Hand out the worksheets and demonstrate how to fold the pages to make the workbook.
- Help the children to make their workbooks very carefully.
- Look at the completed workbooks together. Say *Wow! Excellent!* Point to Charlie and say *Who's this?* Repeat with the other family members.
- Point to the heart on Meg's T-shirt and say *Look! A heart! Let's colour the hearts red.* Demonstrate, then give children time to colour the other hearts red.
- Say *Now use other colours. Colour the family.*
- Say *We've finished now! You can take your workbook home! Let's tidy up.*

If you're running short on time, make sure children fold their workbooks in class and tell them to finish colouring the pictures at home. **Tip**

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

5 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p3



Unit overview

Vocabulary

book, crayon, table, chair

Vocabulary PLUS

teacher, door

Concepts

cloudy, windy

Colour and number

yellow, two

Story value

Being helpful

In this unit Dex discovers the classroom. Meg and Charlie help Dex find the classroom objects he needs. They see that it's good to be helpful.

Children learn classroom objects and sing the nursery rhyme *Rain, Rain, Go Away*. They practise the weather words *cloudy* and *windy*, the colour *yellow* and the number *two*.

At the end of the unit, children review what they have learnt.

Story

Where's My Crayon?



Storycard 1

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

Teacher: Hello, children. Go to your table. Sit down on your chair, please.

Meg: This is my chair.

Charlie: This is my chair.

Dex: Where's my chair?

Children: There it is!

Dex: Thank you. It's my chair. My chair! Yippee!



Storycard 3

Teacher: Use a yellow crayon. Draw a yellow leaf, please.

Meg: This is my yellow crayon.

Charlie: This is my yellow crayon.

Dex: Where's my yellow crayon?

Children: I don't know...

Storycard 4

Dex: Oh no! Where's my yellow crayon?

Children: Here it is.

Dex: Oops. Sorry! This is my yellow crayon. My yellow crayon. Yippee!

Children: Oh, Dex!

Songs

Vocabulary song

This Is My Classroom



Look, look!
This is my book
Open, open my book

Look, look!
This is my table
Tap, tap my table

Look, look!
This is my crayon
Draw, draw with my
crayon

Look, look!
This is my chair
Sit, sit on my chair

Nursery rhyme

Rain, Rain, Go Away



Rain, rain, go away
Come again another day
Mummy wants to play

Rain, rain, go away
Come again another day
Sister wants to play

Rain, rain, go away
Come again another day
Daddy wants to play

Rain, rain, go away
Come again another day
Everybody wants to play

Rain, rain, go away
Come again another day
Brother wants to play

Colours & Numbers song

Two Yellow Leaves



One yellow leaf
Falling, falling, falling

Two yellow leaves
Falling, falling, falling

One yellow leaf
Falling, falling, falling

Two yellow leaves
Falling to the ground

Vocabulary PLUS song

This Is My Classroom PLUS



Look, look!
This is the door
Open, open the door.

Look, look!
This is my teacher
Hello, hello, teacher!



1: Vocabulary lesson

Language focus

book, crayon, table, chair

Aims

- To identify and respond to classroom words.
- To listen to and join in with This Is My Classroom song.

Materials

- Puppet
- Wallhanging
- Pupil's Book worksheet [PB p9](#)
- Unit 2 stickers
- Flashcards: Meg, Charlie, Buddy, Dex, book, crayon, table, chair
- Class CD1
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine

2 Remember time Friends

Hello Friends song

3 Focus time Classroom objects

Discover With Me
Dex's Dino Stomp
What's Missing? game
Touch, Think, Match game
This Is My Classroom song

4 Table time

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

5 Closing time

Closing routine
Bye-bye song

Class audio

New

Dex's Dino Stomp CD1 track 23 TB p2

This Is My Classroom song CD1 track 24 TB p25

Remember

Hello Friends song CD track 11 TB p3

Extra activities

Copy Me! game [TB p163](#)

Mime the phrases from the song for children to copy.

Stamp, Stomp game [TB p163](#)

You and the children walk like Dex. Say *Stamp stomp, stamp stomp ...* Say *Stop!* Invite individuals to point to one of the classroom object flashcards on the classroom wall and name 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 use the Vocabulary Tool, play Dex's Dino Stomp, sing the song, and present the worksheet.

Pupil's Digital Kit (PDK)

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

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

2 Remember time

Friends

» Hello Friends song  CD1 track 11 TB p3

- Put the character flashcards into the wallhanging, facing outwards.
- Dex takes the flashcards out and greets each character. He says *Hello (Meg)*.
- Put the flashcards around the classroom. Sing the song and point to the flashcards.

3 Focus time

Classroom objects

» Discover With Me  CD1 track 3 TB p2

- Put the classroom objects flashcards in the wallhanging, facing inwards.
- The children say the Discover With Me chant and do the actions.
- Dex takes the (*book*) flashcard out of the wallhanging.
- Look at Dex. Point at the flashcard and ask *What's this?*
- Dex says *It's a (book). It's (my book)!*
- Repeat with all the flashcards.
- Dex praises and encourages the children.

» Dex's Dino Stomp  CD1 track 23 TB p2

- Put the classroom flashcards around the classroom.
- Hold Dex and say *Let's do Dex's Dino Stomp. Look!* Demonstrate the actions.
- Say *Listen, dance and point.* The children sing, dance and point to the flashcards.
- Pretend Dex is excited. Ask *Again Dex?* Dex nods. Say *Let's do it again!* Repeat.
- Dex praises the children. He says *Well done! That's right!*

What's Missing? game TB p166


- Place three classroom object flashcards in the wallhanging, facing outwards. Keep the fourth flashcard with you. Don't let the children see it.
- Dex points to each flashcard in the wallhanging in turn. The children say the name of each classroom object.
- Dex points to an empty pocket. Shrug your shoulders. The children help Dex identify the missing flashcard. Remind them of the classroom objects again if necessary. Praise the children. Say *Well done! That's right!*
- Repeat the game several times.

Touch, Think, Match game TB p167

- Put a crayon, a book and a toy table and chair into a cloth bag. Put the classroom objects flashcards into the wallhanging, facing outwards.
- Ask the children to sit in a circle. Play some music and tell the children to pass the bag around the circle.
- Stop the music. The child holding the bag feels around and takes out an object. Say *What is it?* Elicit the name of the object. Ask the child to match it to the flashcard in the wallhanging.
- Say *Very good! It's a (crayon)!*
- Repeat the activity with the remaining objects in the bag.

Feeling and touching objects is a very useful way for kinaesthetic learners to remember vocabulary.

Tip

» This Is My Classroom song  CD1 track 24 TB p25

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

When children are more confident, you can use the karaoke version of This Is My Classroom song.

Tip

 CD1 track 25

4 Table time

» Pupil's Book worksheet presentation PB p9

- Present the worksheet and the sticker sheet. Say *Stickers! Hooray!*
- Hold up the sticker sheet and say *Where's the crayon?*
- Hold up the worksheet. Point to the silhouettes at the top. Point to the (crayon) and ask *Is it a (crayon)?*

» Table Time chant  CD1 track 5 TB p2


» Pupil's Book worksheet activity PB p9

- Give children their Pupil's Book and help them to find page 9. Hand out the sticker sheets.
- Hold up the worksheet and say *Where does the crayon go?* Check that the children are pointing to the correct silhouette on the worksheet and say *Good. Stick down your sticker.* Repeat with the remaining stickers.
- Show children how to trace the lines to match the stickers with the objects on the table.
- Give children time to colour the objects in the scene. Ask questions to encourage one to one communication. Ask *What's this? What colour is it?* Monitor and praise the children as they do the activity.
- Children can complete the personalisation activity on the back of the worksheet. They draw and colour a picture of their classroom.

This Is My Classroom song  CD1 track 24 TB p25

- Play This Is My Classroom again. Children sing along and point to the classroom objects on their worksheet.

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

5 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p3



2: Story lesson

Language focus

book, crayon, table, chair

Aims

- To practise using classroom object words in context.
- To listen and respond to a story.

Materials

- Puppet
- Wallhanging
- Pupil's Book worksheet [PB p11](#)
- Flashcards: *book, table, crayon, chair*
- Unit 2 storycards
- Class CD1
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine

2 Remember time

Classroom Objects

Discover With Me
Action! game
This Is My Classroom song

3 Focus time

Dex's story

Story Time chant
Where's My Crayon? story

4 Table time

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

5 Closing time

Closing routine
Bye-bye song

Class audio

New

Where's My Crayon? story [CD1 track 26](#) [TB p24](#)

Remember

This Is My Classroom song [CD1 track 24](#) [TB p25](#)

Extra activities

Yes/No game [TB p166](#)

Pick up a classroom object flashcard from a pile. Ask *Is it a (book?)* The children answer *yes* or *no*. Repeat.

Pass The Yellow Crayon game [TB p164](#)

Children sit in a circle. They pass a yellow crayon around to music. When the music stops, the child holding the crayon draws a picture on a piece of paper.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

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

Pupil's Digital Kit (PDK)

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

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

2 Remember time


Classroom objects

» Discover With Me  CD1 track 3 TB p2

- Put the classroom object flashcards in the wallhanging, facing inwards.
- The children say the Discover With Me chant and do the actions.
- Ask a volunteer to take a flashcard out of one of the pockets and show it to the class.
- Ask *Is it a (book)?* Praise the children if they are correct. Say *We open a (book)!* and mime opening a book. Repeat with the other flashcards.
- Ask questions to prompt a negative response. Say *Is it a (crayon)?* Elicit *No, it's a (table)!*
- Dex praises and encourages the children.

Action! game TB p164

- Say *Everyone show me a crayon.*
- The children hold up a crayon.
- Say *Let's draw.* Pretend to draw with a crayon in the air. Encourage the children to join in.
- Repeat with book (open a book), chair (sit down) and table (tap the table).

This Is My Classroom song  CD1 track 24 TB p25

- Put the classroom object flashcards around the classroom.
- With Dex say *Stand up! Let's sing a song. Can you remember the song?*
- Play the CD. Children sing and point to the classroom objects flashcards. Repeat.

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 My Crayon? story  CD1 track 26 TB p24

- Read *Where's My Crayon?* using your best story telling technique (TB pxxv).
- Read or play the story, one storycard at a time. Ask questions to aid understanding, and discuss talking points. Use the prompts on the reverse of the storycards and ask your own questions.
- Read or play the story again. The children join in and say the classroom object words. Help them by pausing in appropriate places.
- Point out to the children that Meg and Charlie help Dex when he has a problem, and that it is good to be helpful.

Keep an eye on all the children. If some seem to be losing interest, or not following the story, ask questions to bring attention back or help with comprehension. **Tip**

4 Table time

» Pupil's Book worksheet presentation PB p11


- Present the worksheet. Say *Look! Where's Dex's crayon?*
- Point to the crayon and say *Yes, here it is! Crayon!*
- Repeat with *book.*
- Say *Let's trace and colour Dex's leaf.*
- Demonstrate how to trace the leaf on the board or a large piece of paper. Hold up a yellow crayon. Say *Colour the leaf.*

» Table Time chant  CD1 track 5 TB p2

» Pupil's Book worksheet activity PB p11

- Give each child their Pupil's Book and crayons. Help them open their books at page 11. Say *Trace and colour. What is it? What colour is it?*
- Show some of the children's worksheets and use the language to confirm they have completed it correctly.

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

5 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p3



3: Concepts lesson

Language focus

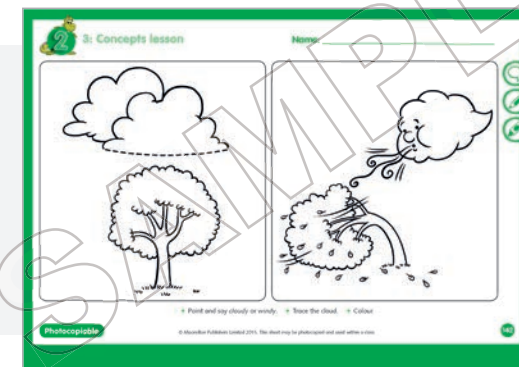
windy, cloudy

Aims

- To identify and respond to the concepts *windy* and *cloudy*.
- To listen to and join in with the Weather chant.

Materials

- Puppet
- Wallhanging
- Photocopiable worksheet [TB p142](#)
- Flashcards: *book, crayon, table, chair, cloudy, windy*
- Class CD1
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine

2 Remember time Classroom objects

Where's My (Book) game?

3 Focus time windy, cloudy

Discover With Me
Where's My Crayon? story
Where's (Windy)? game
Weather chant

4 Table time

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

5 Closing time

Closing routine
Bye-bye song

Class audio

New

Weather chant CD1 track 9 TB p2

Remember

Where's My Crayon? story CD1 track 26 TB p24

Extra activities

Pass The Card game [TB p167](#)

The children sit in a circle. Play some music. They pass round all four weather cards, face down. Stop the music. The children with the cards mime the weather for the others to guess.

Make An Autumn Picture

Children bring leaves to class. Talk about the leaves, then stick them onto a cut out tree. Say *It's windy* and blow the leaves.

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 an interactive activity.

Pupil's Digital Kit (PDK)

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

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

2 Remember time

Classroom objects

Where's My (Book)? game

- Put the classroom object flashcards around the classroom.
- Dex shrugs and asks *Where's my (book)?* The children point to the correct flashcard.
- Dex praises and thanks the children.

3 Focus time

windy, cloudy

» Discover With Me  CD1 track 3 TB p2

- Put the *cloudy* and *windy* flashcards in the wallhanging, facing inwards.
- The children say the Discover With Me chant and do the actions.
- Dex holds a flashcard in his mouth. Say *Wow! What is it?* Dex says (*Windy*). *It's (windy)*. Repeat and demonstrate the action for the word. The children do the action and say the word.
- Dex puts the card back in the wallhanging and takes out the other card. Repeat.
- Dex praises and encourages the children.

Suggested actions:

windy: put your hands either side of your mouth and blow, puffing out your cheeks

cloudy: use your hands to mime the outline of a cloud

Tip

» Where's My Crayon? story  CD1 track 26 TB p24

- Read the story aloud using your best story telling technique (TB pxxv), or play the CD.
- Read or play the story again. The children join in and say the classroom object words. Help them by pausing in appropriate places.
- Show storycard 1 to the children. Point and say *This is a classroom. Look, there's (Meg)*. Encourage the children to wave and say hello to the different characters.
- Point to the clouds and the leaves blowing around outside. Ask *Is it sunny or windy?* Do the action and encourage the children to join in. Say *Yes, it's windy!*
- Hold up the *windy* flashcard and repeat *It's windy*.
- Hold up storycard 1. Point to the big rain cloud. Ask *Is it cloudy?* Mime using your hands.
- Hold up the *cloudy* flashcard and ask *Is it cloudy?* Nod your head and say *Yes, it's cloudy*. Encourage children to repeat.

If you have a window in your classroom, invite children to look out and tell you today's weather.

Tip

Where's (Windy)? game

- Put the concept flashcards back into the wallhanging, facing inwards.
- Say *Where's windy? Let's find windy!*
- Children take turns to take one of the flashcards out of the wallhanging. Dex says *Yes, that's right! Well done!* or *Oh no! Try again!*
- Repeat with *cloudy*.

» Weather chant  CD1 track 9 TB p2

- Sing the Weather chant to reinforce the new vocabulary.
- Mime the actions. Encourage the children to join in and sing along.

If you have a Weather chart, children can place the windy or cloudy flashcard on it. (See introduction, page xxxi).

Tip

4 Table time

» Photocopiable worksheet presentation TB p142

- Present the worksheet. Point to the cloud. Ask *Is it cloudy?* (Mime *cloudy*.)
- Point to the wind. Ask *Is it windy?* (Mime *windy*.) Dex praises the children's answers.
- Point to the cloudy picture on the worksheet. Say *Trace the cloud*. Demonstrate tracing the cloud with your finger. Hold up the crayons. Say *Colour the picture*.

» Table Time chant  CD1 track 5 TB p2

» Photocopiable worksheet activity TB p142

- Hand out the worksheets and crayons. Say *Trace and colour*.
- Ask questions to encourage one-to-one communication. *Is it (cloudy/windy)? What colour is it?* Reinforce the idea of autumn by pointing out the leaves falling to the ground.

» Weather chant  CD1 track 9 TB p2

- Sing the Weather chant to reinforce understanding. Mime the actions. Encourage the children to join in and sing along.

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

5 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p3



4: Colours and numbers lesson

Language focus

yellow, two

Aims

- To identify the colour yellow.
- To identify the number 2 (two).
- To listen to and sing Two Yellow Leaves.

Materials

- Puppet
- Wallhanging
- Pupil's Book worksheet [PB p13](#)
- Flashcards: Weather; red, yellow, two yellow leaves
- Class CD1
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine

2 Remember time

windy, cloudy
Weather chant

3 Focus time

yellow, two

Where's Dex? game
Discover With Me
Count With Dex game
Let's Find Yellow game
Two Yellow Leaves song
Two Yellow Leaves video

4 Table time

Worksheet presentation
Table Time chant
Worksheet activity
Two Yellow Leaves song
Tidy Up chant
Fold Your Arms chant

5 Closing time

Closing routine
Bye-bye song

Class audio

New

Two Yellow Leaves song [CD1 track 27](#) [TB p25](#)

Remember

Weather chant [CD1 track 9](#) [TB p2](#)

Extra activities

Dex's Dip game [TB p166](#)

Put the classroom objects flashcards in the wallhanging, facing inwards. Say *Where's my (book)?* A volunteer picks a flashcard. Respond with either *Well done! It's my (book)!* or *Try again.*

Yellow Treasure Hunt game [TB p165](#)

Children sit in a circle. Ask a child to find something yellow and bring it back to the circle. Repeat.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

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

Pupil's Digital Kit (PDK)

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

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

2 Remember time

windy, cloudy

» Weather chant  CD1 track 9 TB p2

- Say the Weather chant to remember the concepts *windy* and *cloudy*.
- Do the actions and encourage the children to join in and sing along.
- Ask children what the weather is like today. Invite a child to put the appropriate flashcard in the wallhanging.

3 Focus time

yellow, two

» Where's Dex? game

- Hide Dex somewhere in the classroom.
- Look inquiringly around the classroom (under the table, in the corner, and so on). Say *Where's Dex?*
- Call out *Dex, where are you?* Repeat a number of times whilst looking around the classroom.
- Say *Ah ha! Here he is!* Put the puppet on and greet the children.

» Discover With Me  CD1 track 3 TB p2

- Put the *yellow* and *red* flashcards in the wallhanging, facing inwards. Place the *yellow* flashcard in the yellow pocket.
- The children say the Discover With Me chant and do the actions.
- Ask a volunteer to take a flashcard out of one of the pockets and show it to the class.
- Ask *Is it (red)?* Praise the children if they are correct. Say *It's (red)!*
- When the *yellow* flashcard is taken out of the wallhanging say *Ah ha! A new colour! Yellow!* Children repeat *yellow*.

- Point to the flashcards and ask questions to prompt a negative response. Say *Is it (red)?* Elicit *No, it's (yellow)!*

Count With Dex game

- Hold up the *two yellow leaves* flashcard. Point to one of the yellow leaves and say *One yellow leaf. One.* Encourage children to repeat.
- Point to the second yellow leaf. Hold up two fingers and say *Two yellow leaves. One, two.*
- Show the children two fingers. Say *Two yellow leaves. One, two.* Encourage children to repeat.
- Using items in the classroom, Dex counts up to two. Dex says *One, two (tables).* Encourage the children to join in with Dex and repeat.
- Repeat with books, chairs and crayons.

Let's Find Yellow game

- Put a collection of different-coloured classroom objects on the floor. Make sure there are plenty of yellow objects (crayons, card, pencil sharpener, plastic flower, etc.).
- Say *Let's find yellow.*
- Tell children to put the yellow objects into the yellow pocket of the wallhanging.

Continue to revise the colours in each lesson.

Tip

» Two Yellow Leaves song  CD1 track 27 TB p25

- Put the *two yellow leaves* flashcard in the wallhanging facing outwards. Say *Let's listen to a song.* Play the song and point to the flashcard.
- 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.


Suggested actions:

One yellow leaf/Two yellow leaves: *hold up one/two fingers.*

Falling, falling, falling: *Move one/two hands as if they're leaves floating down from a tree.*

Tip

When children are more confident, you can use the karaoke version of Two Yellow Leaves.

 CD1 track 28

Two Yellow Leaves video

- Watch the video.
- Join in with the song and copy the actions.

4 Table time


» Pupil's Book worksheet presentation PB p13

- Present the worksheet. Point to one leaf on the left-hand side. Say *One.* Repeat with two leaves.
- Say *Let's match the leaves to the tree. Point to one leaf.*
- Point to the trees on the right-hand side and say *Where is one leaf?* Say *Very good!*
- Show the children how to trace the line between the leaf and the tree. Repeat with two leaves.
- Hold up a yellow crayon. Say *Colour the leaves.*

» Table Time chant  CD1 track 5 TB p2


» Pupil's Book worksheet activity PB p13

- Give children their Pupil's Books and help them find page 13.
- Ask questions to encourage one-to-one communication. *Is it (one)? What colour is it?*
- Children can complete the personalisation activity on the back of the worksheet. They draw and colour a picture of their favourite weather.

» Two Yellow Leaves song  CD1 track 27 TB p25

- Play *Two Yellow Leaves* again. Encourage the children to sing along and do the actions as they point to the leaves in their books.

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

5 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p3



5: Kid's culture lesson

Language focus

mummy, daddy, brother, sister, rainy, sunny, go away

Aims

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

Materials

- Puppet
- Wallhanging
- Pupil's Book worksheet [PB p15](#)
- Flashcards: *rainy, sunny; red, yellow; two yellow leaves*
- Class CD1
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine

2 Remember time red, yellow

Show Me, Dex! game
Two Yellow Leaves song

3 Focus time Nursery rhyme

Discover With Me
Rain, Rain, Go Away
Nursery rhyme video

4 Table time

Worksheet presentation
Table Time chant
Worksheet activity
Rain, Rain, Go Away
Tidy Up chant
Fold Your Arms chant

5 Closing time

Closing routine
Bye-bye song

Class audio

New

Rain, Rain, Go Away nursery rhyme

CD1 tracks 29/30 TB p25

Remember

Two Yellow Leaves song CD1 track 27 TB p25

Extra activities

Dex's Counting game TB p165

Children sit in a circle. Invite volunteers to find and bring classroom objects to the circle. Say *Bring me two books*. Repeat with *One yellow crayon*, and so on.

Finger Counting game TB p165

Say *One*. Children hold up one index finger. Repeat with *Two*.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

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

Pupil's Digital Kit (PDK)

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

Detailed lesson plan

» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

2 Remember time

red, yellow

» Show Me, Dex! game

- Put the *red* and *yellow* flashcards in the wallhanging, facing outwards.
- Dex holds the *two yellow leaves* flashcard behind his back (as if he were hiding something). Say *Dex, what's that?* Point to the flashcard.
- Say *Show me, show me!* Repeat a few times. Dex shakes his head.
- Say *Oops sorry!* Say *Show me, show me, please.*
- Dex shows children the *two yellow leaves* flashcard. Ask *What colour is it?* Say *Yellow! Good, that's right.*
- Count the leaves with the children.
- Dex touches the *yellow* flashcard in the wallhanging. Ask *Is this yellow?* Children respond. Repeat with the *red* flashcard.

Two Yellow Leaves song  CD1 track 27 TB p25

- Play the song to remember the colour yellow and the number two.
- Encourage the children to join in and do the actions.

3 Focus time

Nursery rhyme

» Discover With Me  CD1 track 3 TB p2

- Put the *sunny* and *rainy* flashcards in the wallhanging, facing inwards.

- The children say the Discover With Me chant and do the actions.
- Dex takes a flashcard out of the wallhanging and holds it in his mouth. Look surprised, mime and say *Wow! What is it?* Dex says (*Sunny*). *It's (sunny)*. Repeat and demonstrate the action for the word. The children do the action and say the word.
- Dex puts the card back in the wallhanging and takes out the other card. Repeat.
- Dex praises and encourages the children.

» Rain, Rain, Go Away nursery rhyme

 CD1 tracks 29/30 TB p25

- 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 do the actions.

Remember to ask children what the weather is like every day. **Tip**

Suggested actions:

Rain, rain, go away: *look sadly up at the sky*

Mummy wants to play: *skip round in a circle*

Daddy wants to play: *put hands on knees and wiggle knees*

Brother wants to play: *jump up and down*

Sister wants to play: *mime riding a scooter*

Everybody wants to play: *hold hands and dance in a circle*

Tip

Nursery rhyme video

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

4 Table time


» Pupil's Book worksheet presentation PB p15

- Present the worksheet. Point to the people. Ask *Is this (Mummy)?* Repeat with all the characters.
- Point to the picture on the left. Ask *Rainy or sunny?* Elicit the correct response (*Rainy*). Say *Trace the frame.* Demonstrate tracing the line with your finger.
- Point to the picture on the right. Ask *Rainy or sunny?* Elicit the correct response (*Sunny*). Hold up a yellow crayon. Say *Colour the frame.*

» Table Time chant  CD1 track 5 TB p2


» Pupil's Book worksheet activity PB p15

- Give each child their Pupil's Book and help them find page 15. Say *Let's trace and colour.*
- Ask questions to encourage one-to-one communication. Ask *Rainy or sunny? What colour is it?*

» Rain, Rain, Go Away nursery rhyme  CD1 tracks 29/30 TB p25

- Play Rain, Rain, Go Away again to reinforce understanding. Encourage the children to sing along and do the actions as they point to the rainy picture on their worksheets.

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

5 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p3



6: Review lesson

Language focus

book, crayon, table, chair; windy, cloudy; red, yellow; one, two

Aims

- To review Unit 2 language.
- To review Unit 2 songs and nursery rhyme.

Materials

- Puppet
- Wallhanging
- Photocopiable worksheet TB p143
- Flashcards: rainy, sunny, cloudy, windy; book, crayon, table, chair
- Class CD1
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine

2 Focus time

This Is My Classroom song
Rain, Rain, Go Away
Discover With Me
Stop, Dex, Stop! game
Two Yellow Leaves song

3 Table time

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

4 Closing time

Closing routine
Bye-bye song

Class audio

Remember

This is My Classroom song  CD1 track 24 TB p25

Two Yellow Leaves song  CD1 track 27 TB p25

Rain, Rain, Go Away nursery rhyme

 CD1 tracks 29/30 TB p25

Extra activities

Oops, Sorry! game TB p166

Put the flashcards face down. Dex asks *Where's the (crayon)?* He takes a flashcard. If it's right, say *Yes! Well done!* If not, say *Oops, sorry!*

Stamp, Stomp game TB p163

You and the children walk like Dex. Say *Stamp stomp, stamp stomp ...* Say *Stop!* Individuals point and name one of the classroom object flashcards somewhere on the classroom wall.

Digital resources

Teacher's Resource Centre (TRC)

Go to the TRC to download additional worksheets.

Teacher's Presentation Kit (TPK)

Go to the TPK to watch the video, present the worksheet, and do interactive activities.

Pupil's Digital Kit (PDK)

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

Detailed lesson plan


» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

2 Focus time

» This Is My Classroom song  CD1 track 24 TB p25

- Put the classroom object flashcards around the classroom.
- With Dex say *Stand up! Let's sing a song. Can you remember the song?*
- Play the CD. Children sing and point to the classroom object flashcards. Repeat.

Rain, Rain, Go Away nursery rhyme

 CD1 tracks 29/30 TB p25

- Sing *Rain, Rain, Go Away* to review weather vocabulary.
- With Dex say *Stand up! Let's say a nursery rhyme. Can you remember the nursery rhyme?*
- Play the CD. The children listen and do the actions.
- Play the nursery rhyme again and repeat the actions. Children sing and do the actions.

» Discover With Me  CD1 track 3 TB p2


- Put the classroom object flashcards in the wallhanging, facing inwards.
- The children say the Discover With Me chant and do the actions.
- Ask a volunteer to take a flashcard out of one of the pockets and show it to the class.
- Ask *Is it a (book)?* Praise the children if they are correct. Say *We open a book!* and mime opening a book. Repeat with the other flashcards.
- Ask questions to prompt a negative response. Say *Is it a (crayon)?* Elicit *No, it's a (table)!*
- Repeat with all the flashcards.
- Dex praises and encourages the children.

» Stop, Dex, Stop! game TB p166

- Put the weather flashcards in the wallhanging, facing inwards.
- Select a confident child to stand with you by the wallhanging.
- Dex touches and chants the weather *sunny, rainy, windy, cloudy ...*
- Tell the child to say *Stop!*
- The child takes out the flashcard that Dex lands on and shows it to the rest of the class. The class names the flashcard.
- Repeat, inviting other children to say *Stop!*
- Continue until all the flashcards have been taken out of the wallhanging.

Keep a note of which children you ask to participate and ensure each child who wants one has a turn.

Tip

» Two Yellow Leaves song  CD1 track 27 TB p25

- Play the song and encourage the children to join in and do the actions.

You may wish to review the unit story again, using the storytelling video, the Story Tool or the storycards.

Tip

3 Table time

» Photocopiable worksheet presentation TB p143

- Present the worksheet. Look eagerly at the picture and say *What can you see?* Point to the characters and ask where they are. Elicit as much as possible from the children. Ask what the weather is like.
- Ask *Where's the book?* Point to the book and say *Here's the book!* Say *Let's circle the book.* Show the children how to draw a circle round the book.

» Table Time chant  CD1 track 5 TB p2

» Photocopiable worksheet activity TB p143

- Hand out the worksheets.
- Hold up the worksheet and say *Where's the book?* Check that the children are pointing to the book on the worksheet and say *Good. Draw a circle.* Repeat with the other classroom objects.
- Give children time to colour the picture.
- When the children have finished, say *Look! It's the classroom.* Point and repeat the names of the classroom objects with the children.

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

4 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p3



7: PLUS vocabulary lesson

Language focus

teacher, door

Aims

- To identify and respond to extra classroom objects vocabulary.
- To listen to and join in with This Is My Classroom PLUS song.
- To make a wordbook.

Materials

- Puppet
- Wallhanging
- Photocopiable worksheet [TB p144](#)
- Flashcards: *book, crayon, table, chair, door, teacher*
- Class CD1
- Digital resources – see below



At a glance

1 Opening time

Hello song
Opening routine

2 Remember time

This Is My Classroom song

3 Focus time

Discover With Me
Dex's Dino Stomp
Open/Close The Door game
This Is My Classroom PLUS

4 Table time

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

5 Closing time

Closing routine
Bye-bye song

Class audio

New

Dex's Dino Stomp CD1 track 31 TB p2

This Is My Classroom PLUS song

CD1 track 32 TB p25

Remember

This Is My Classroom song CD1 track 24 TB p25

Extra activities

Action! game [TB p164](#)

Dex calls out instructions for the children to follow such as *Everybody close the door*. Other actions: open the door, sit on a chair, open a book, tap the table.

Pass The Card game [TB p167](#)

The children sit in a circle. Play some music. The children pass the classroom object cards, face down, around the circle. Stop the music. The children with the cards find and point to that object in the classroom.

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, play Dex's Dino Stomp, present the worksheet, and do an interactive activity.

Pupil's Digital Kit (PDK)

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

Detailed lesson plan


» Fast track

1 Opening time

» Hello song  CD1 track 1 TB p3

» Opening routine TB pxxi

2 Remember time

» This Is My Classroom song  CD1 track 24 TB p25

- Put the classroom object flashcards around the classroom.
- With Dex say *Stand up! Let's sing a song. Can you remember the song?*
- Play the CD. Children sing and point to the classroom object flashcards. Repeat.

3 Focus time

» Discover With Me  CD1 track 3 TB p2

- Put the classroom object flashcards in the wallhanging, facing inwards. Include the classroom object PLUS flashcards.
- The children say the Discover With Me chant and do the actions.
- Dex takes a flashcard out of one of the pockets and shows it to the class.
- Ask *What is it?* Praise the children if they are correct. Say *Yes! It's a crayon!* Ask *What colour is it?* Elicit the correct colour.
- Introduce the new classroom objects by saying *Ah! Look! It's a (door).*
- Ask questions to prompt a negative response. Say *Is it a (door)?* Elicit *No, it's a (book)!*
- Dex praises and encourages the children.

Dex's Dino Stomp  CD1 track 31 TB p2

- Put the classroom object PLUS flashcards around the classroom.
- Hold Dex and say *Let's do Dex's Dino Stomp! Look!* Demonstrate the actions.
- Say *Listen, dance and point.* The children sing, dance and point to the classroom object PLUS flashcards.
- Pretend Dex is excited. Ask *Again, Dex?* Dex nods. Say *Let's do it again!* Repeat.
- Dex praises the children. He says *Well done! That's right!*

» Open/Close The Door game

- Put the *door* flashcard on the classroom door.
- Invite a child to be the teacher and give him/her the *teacher* flashcard to hold.
- Say to the 'teacher' *Open the door, please.*
- Repeat with *Close the door, please.*
- Repeat, giving different children the opportunity to be the teacher.

Keep a note of which children you ask to participate and ensure each child who wants one has a turn.

Tip

This Is My Classroom PLUS song  CD1 track 32 TB p25

- Put the vocabulary PLUS flashcards around the classroom. Say *Let's listen to a song.* Play the song and point to the flashcards around the room.
- 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.

Suggested actions:

Open, open, open the door: *mime opening a door*
Hello, teacher!: *wave*

Tip

4 Table time

» Photocopiable worksheet presentation TB p144

- Present the worksheet and say *Wow! It's my classroom! Let's make a classroom workbook!*
- Hand out the worksheets and demonstrate how to fold the pages to make the workbook.

» Table Time chant  CD1 track 5 TB p2

» Photocopiable worksheet activity TB p144

- Hand out the worksheets and demonstrate how to fold the pages to make a workbook.
- Help the children to make their workbooks very carefully.
- Look at the completed workbooks together. Say *Wow! Excellent!* Point to the book and say *What's this?* Repeat with the other classroom objects.
- Point to the crayon and say *Look! A crayon! Let's colour the crayon yellow.* Demonstrate, then give children time to colour the crayon yellow.
- Say *Now use other colours. Colour the other classroom objects.*
- Say *We've finished now! You can take your workbooks home! Let's tidy up.*

If you're running short on time, make sure children fold their workbooks in class and tell them to finish colouring the pictures at home.

Tip

» Tidy Up chant  CD1 track 6 TB p2

» Fold Your Arms chant  CD1 track 7 TB p2

5 Closing time

» Closing routine TB pxxii

» Bye-bye song  CD1 track 2 TB p3