

OXFORD

Little Blue Dot

Student Book

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Bridget Kelly • Margaret Whitfield

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 How to use your Classroom Presentation Tool


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MODULE	UNIT	VOCABULARY	STRUCTURES	LETTERS & PHONICS	VALUES & FUNCTIONAL LANGUAGE	NUMBERS	EXPLORE	PROJECT
Let's talk p.4 Concept: communication hello, goodbye	Unit 1 Hello p.6 Generalization: We can communicate with spoken words and different languages.	dragon look, listen, sing, say yes, no	I'm (Lara). This is (Jake). What's your name? I'm a dragon!	The alphabet	Be friendly What's your name?	Days of the week	Listening games	Make finger puppets.
	Unit 2 My face p.16 Generalization: We can communicate with our faces and body language.	happy, sad, tired, angry hungry nose, mouth, eyes, ears monkey, lion	I'm (happy). I'm not (hungry). I have one (nose). I have two (eyes).	a (apple) b (bag) c (cat)	Say sorry Oh no! I'm sorry. That's okay.	1, 2	Animal body language	Make a self-portrait.
	Unit 3 Words and pictures p.26 Generalization: We can communicate with written words and pictures.	a crayon, a pencil, a book, an eraser red, pink, green, blue go, stop	I have (a crayon / an eraser). What's this? It's (a fish). It's (red).	d (door) e (egg) f (fish)	Ask politely and say thank you May I have (a book), please? Here you go. Thank you!	3, 4	Stop and go signs	Make a thank you card.
	 Now I know Units 1–3 project: Make a welcome wall. p.39							
	Story time: Let's play! p.40							
About us p.42 Concept: identity boy, girl	Unit 4 My family p.44 Generalization: We live in family groups and these groups can take different forms.	mom, dad, sister, brother grandma, grandpa, cousin, friend baby, me	This is my (mom). I don't have (a hoop). Who's this? She's/He's my (grandma / grandpa). This is me. I'm a baby.	g (game) h (hoop) i (insect)	Take turns It's my/your turn. Let's take turns.	5	Family photos	Make someone in your family.
	Unit 5 Me and my friends p.54 Generalization: We have different abilities and these change as we grow.	play, catch a ball, run, swim fly clap, cry, walk, talk share, help	I can (play). I can't (catch a ball). The baby can (clap). The baby can't (walk). I'm (friendly).	j (jump) k (kite) l (leaf)	Help each other Can you help, please? Sure!	Review 1–5	Friendship	Make a friendship badge.

MODULE	UNIT	VOCABULARY	STRUCTURES	LETTERS & PHONICS	VALUES & FUNCTIONAL LANGUAGE	NUMBERS	EXPLORE	PROJECT
About us p.42 Concept: identity boy, girl	Unit 6 We like food p.64 Generalization: We like different things, and our likes and dislikes can change.	bread, chocolate, cheese, salad milk, orange juice, lemonade, water bananas, watermelon	I like (bread). I don't like (cheese). May I have the chocolate, please? Do you like (milk)? Yes./No.	m (mango) n (noodles) o (olives)	Keep trying new things Try it, it's good! It's delicious!	6, 7	Fruit	Make a plate of food.
	 Now I know Units 4–6 project: Make a class book. p.77							
	Story time: My mango! p.78							
Let's notice things p.80 Concept: observation different, the same	Unit 7 What's this? p.82 Generalization: We can categorize things by type and color.	teddy bear, monster, balloon, doll triangle, rectangle, circle, square black, gray	What's this? It's a/an (orange) (teddy bear). It's my (blue) (robot). Don't worry. Where's the (green) (triangle)? Here it is.	p (purple) q (queen) r (robot)	Be clean What a mess! Let's clean up.	8, 9	Shapes in pictures	Print a shape picture.
	Unit 8 What can we see? p.92 Generalization: We can observe nature everywhere.	tree, bird, stone, flower small, big, dirty, clean brown, white	I can see a/one (tree). I can see (two) (stones). I can't see (a dragon). I can see a (small) (cat). It's (brown).	s (sun) t (turtle) u (umbrella) v (volcano)	Be careful Be careful!	10	Insect camouflage	Make a print in salt-dough.
	Unit 9 Amazing animals p.102 Generalization: Different animals have different features and can do different things.	goat, bee, dog, cow beautiful tail, head, legs, wings feathers, stripes	Is it a (goat)? Yes./No. It's beautiful! How many (dragons)? It has a (small) (tail). It has (two) (legs).	w (window) x (box) y (yellow) z (zebra)	Don't touch wild animals Don't touch the (bee)!	Review 1–10	Feathers	Decorate paper feathers to make a pair of wings.
	 Now I know Units 7–9 project: Make a bird feeder. p.115							
	Story time: The different duck p.116							



Let's talk





Hello!



1, 2, 3, 4



Lesson 2

About you

CLIL: social and emotional development

1 Find the children in the big picture. 2 What can you do? Circle. 3 Choose one and show your friends.

AB p.5

1

Hello



When do you talk
to people?





I'm Laila.
This is Jack.



Hello!

Lesson 2

Game

Language focus: *I'm (Lara). This is (Jake / Ava / Mo).* CLIL: social and emotional development

- 1 003 Listen and point. 2 004 Listen and repeat. 3 Play the *Greeting game*. 4 Remember the names and circle.



AB p.7



NB pp.4-5

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz



I'm a dragon!



Lesson 4

Story

Language focus: *What's your name? I'm a dragon!* CLIL: literacy, social and emotional development

1 Talk about the pictures. What can you see? 2 006 Watch or listen. 3 Find Spark in picture 1. 4 007 Listen and point. Act out picture 2.

AB p.9

1

Hello!

Hello!

I'm Jack. What's your name?

I'm Sana.

Can you make your voice friendly?



Lesson 6

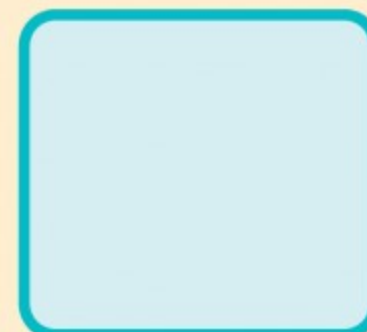
Routines

Language focus: days of the week CLIL: creative arts, numeracy

AB p.11

NB p.6

1 010 Listen and do actions. Listen and chant. 2 011 What's next? Listen and say. 3 What do you do outside of school? Color the boxes.





What other games
do you know?

Lesson 8

Explore: listening games

Language focus: *yes, no* CLIL: social and emotional development

1 Watch and think. Watch again and point. 2 Color 😊 on the game you want to play. 3 Play.