

OXFORD

Little Blue Dot

Student Book

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Bridget Kelly • Margaret Whitfield

Little Blue Dot



How to use your Classroom Presentation Tool


Bridget Kelly
Margaret Whitfield



Student Book

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| MODULE | UNIT | VOCABULARY | STRUCTURES | PHONICS | VALUES & FUNCTIONAL LANGUAGE | NUMBERS | EXPLORE | PROJECT |
|---|--|---|--|---|--|--|---------------------|------------------------------|
| <div>Let's explore</div> <div>p.4</div> <div>Concept: exploration</div> <div>Level 1 review fingers</div> | <div>Unit 1 Senses</div> <div>p.6</div> <div>Generalization: We use our senses to explore.</div> | see, hear, feel, smell, taste horse, duck, frog, mouse cow, sheep, chicken, donkey | I can (see) a (bird). I can (hear) something. Can you (see) a (duck)? Yes, I can. / No, I can't. | CVC words with a (bat, hat) | Be patient Wait a minute. | Review 1–10 | On the farm | Make animal masks. |
| | <div>Unit 2 Food</div> <div>p.16</div> <div>Generalization: We use all our senses to give us information about the food we eat.</div> | potatoes, peas, tomatoes, onions, carrots lemon, pineapple, kiwi, grape healthy, cookies, chips | Do you like (potatoes)? Yes, I do. / No, I don't. Is it (a kiwi)? Yes, it is. / No, it isn't. | CVC words with e (bed) and i (dig) | Eat fruit and vegetables Would you like (a carrot)? Yes, please. / No, thank you. | 11, 12 | Healthy eating | Make and share pretend food. |
| | <div>Unit 3 Weather</div> <div>p.26</div> <div>Generalization: The weather affects us and things around us.</div> | sunny, rainy, cloudy, windy, snowy hot, cold, wet, dry rainbow, bubbles, puddle, ice | What's the weather like? It's (sunny). He's/She's (cold). He/She isn't (cold). | CVC words with o (log) and u (tub) | Be careful in the sun Put on your hat. Okay. | 13, 14 | Weather experiments | Make a weather picture. |
| | <div> Now I know Units 1–3 project: Make a well-being display. p.39</div> | | | | | | | |
| | <div>Story time: The picnic p.40</div> | | | | | | | |
| | <div>Where are we?</div> <div>p.44</div> <div>Concept: location</div> <div>apartment house, street, school</div> | <div>Unit 4 My home</div> <div>p.46</div> <div>Generalization: Homes can be very different, but we use them to do similar things.</div> | bedroom, kitchen, living room, bathroom, dining room hide and seek, spider, wardrobe eat, wash, sleep, play hive, nest, web | Where are you? I'm in the (bedroom). There you are. What are you doing? I'm (sleeping). | CVC words with ck (sock) and x (fox) | Play together Let's play together! Good idea. | 15, 16 | Animal homes |
| <div>Unit 5 My school</div> <div>p.56</div> <div>Generalization: We do things in different places.</div> | | table, chair, rug, under, on read, write, color, talk classroom, schoolyard, board | Where's the (hat)? It's on / under the (table). Look at this! Are you (reading)? Yes, I am. / No, I'm not. | CVC words with sh (ship, dish) | Take care of your toys Our toys are dirty. Let's wash them. | 17, 18 | At school | Make a classroom picture. |

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|---|---|---|--|---|---|-------------------------------------|------------------------|------------------------------------|
| Where are we? p.44 Concept: location apartment house, street, school | Unit 6 My town p.66 Generalization: <i>We visit different places for different reasons.</i> | park, toy store, zoo, swimming pool, supermarket map, river, bridge | Where is he/she? She's/He's at the (park). Where's my mom? That isn't my mom! There's a (park). It's in front of / behind / next to the (supermarket). It's between the (swimming pool) and the (park). | CVC words with ch (chips, chick) and tch (hatch, catch) | Try again Let's try again. | 19, 20 | Maps | Make a town. |
| |  Now I know Units 4–6 project: Make a map of a classroom. p.79 | | | | | | | |
| | Story time: The noisy boat p.80 | | | | | | | |
| Changes p.84 Concept: changes man, woman, young, old | Unit 7 My body p.86 Generalization: <i>Our bodies change over time.</i> | body, neck, arms, hands, feet paint glasses, teeth, hair, beard brushing, drinking, wiping | This is my (body). These are my (arms). He/She has (hair). He/She doesn't have (a beard). | CVC words with ng (long, ring) | Wash your hands I need to wash my hands. My hands are clean. | Review 1–20: measuring | Personal care | Make a photos timeline. |
| | Unit 8 Day and night p.96 Generalization: <i>We do different things at different times of day.</i> | wake up, get dressed, go to school, go to sleep, take a shower in the morning, in the afternoon, in the evening, at night moon, star, raccoon | I (wake up). Let's (read a story). When do you (brush your teeth)? In the (morning). / At night. | CVC words with unvoiced th (moth, path) | Sleep time It's time to go to sleep. Good night. | Review 1–20: missing numbers | Nighttime | Make a daily activities flip-book. |
| | Unit 9 Clothes p.106 Generalization: <i>We change into different clothes for different situations.</i> | shorts, pants, skirt, shoes, T-shirt party, costume, paper, make jacket, sweater, scarf, dress pajamas, swimsuit, apron | I'm/He's/She's wearing (a T-shirt). His/Her (sweater) is too big / small. | CVC words with voiced th (this, that) | Reuse things We can reuse this (shoe). | Review 1–20: compare before / after | Clothes for activities | Make a favorite clothes picture. |
| |  Now I know Units 7–9 project: Make a sock man. p.119 | | | | | | | |
| | Story time: Elsa's favorite dress p.120 | | | | | | | |



Let's explore





Lesson 2

About you

CLIL: social and emotional development

- 1 002 Listen and point. 2 How do you like to play? Circle. 3 Explore your book.

AB p.5 LB pp.4-9

1

Senses



What parts of
your body do you
use to explore?





see



hear



feel



smell



taste

1

I can feel a feather.



Yes!

Lesson 2 Game

Language focus: *I can see / hear / feel / smell / taste a ...* CLIL: science

1 003 Listen and point. Listen and repeat. 2 004 Listen and say the missing word. Trace. 3 Play *What's in the box?*

AB p.7

LB pp.16-21



bat

hat



bag

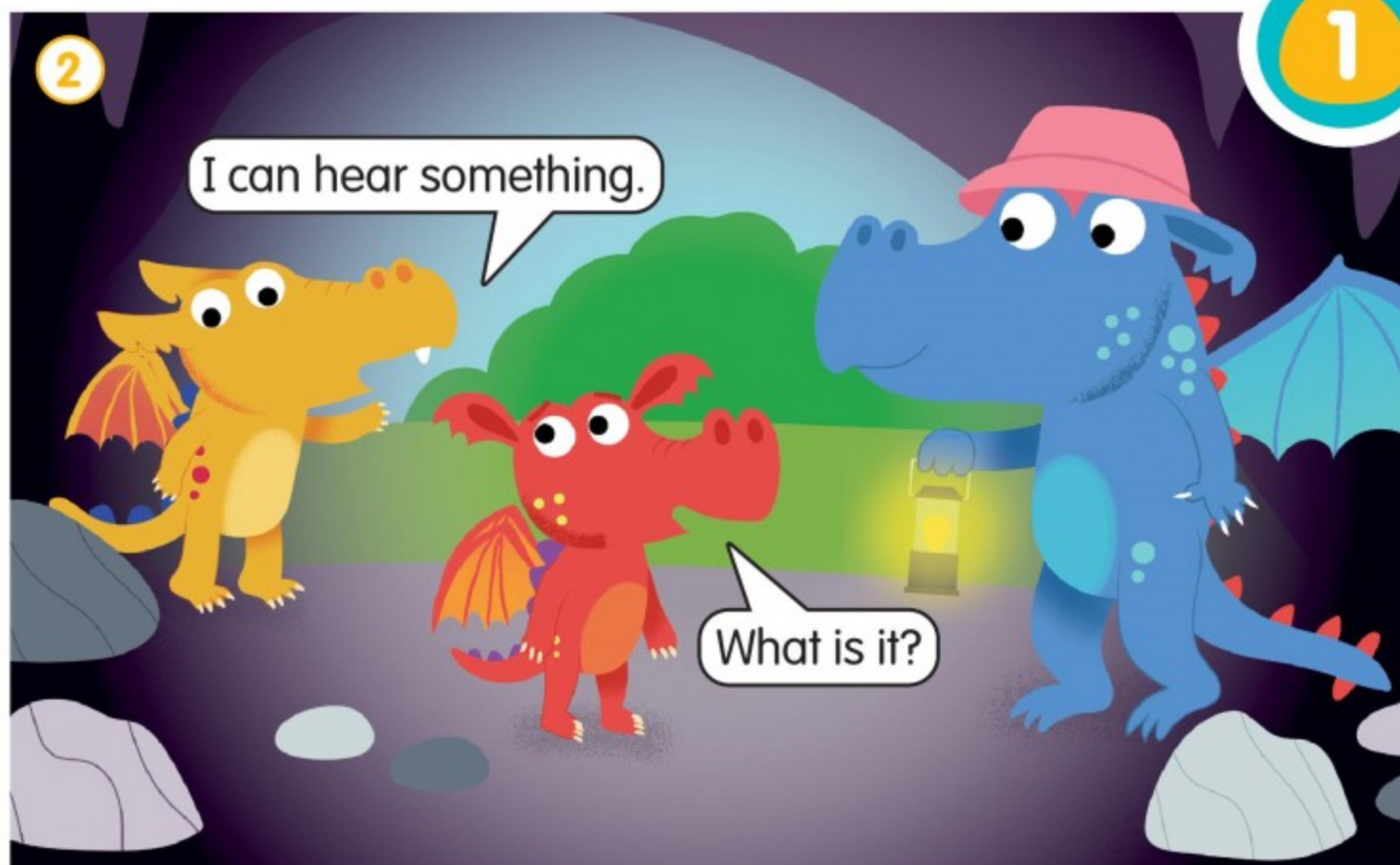


cat



dad

I can hear something



Lesson 4 Story

Language focus: *I can hear something. I can smell something.* CLIL: literacy

1 Talk about the pictures. What can you see? 2 007 Watch or listen. 3 Choose a character and repeat. 4 Find a bag and a hat.

AB p.9

1

Can you help, please?

Wait a minute.

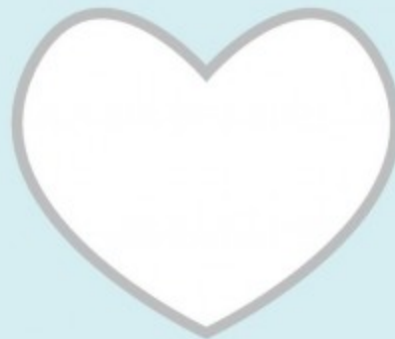


Here you go.

Thank you.



Can you wait?



1 2 3 4 5 6 7 8 9 10

1



Lesson 6 Numbers

Language focus: numbers 1–10; *I can see eight flowers.* CLIL: numeracy

1 010 Point and chant. 2 Trace and say. 3 Count and write. 4 011 Listen and answer.

AB p.11

NB pp.4–6



horse



duck

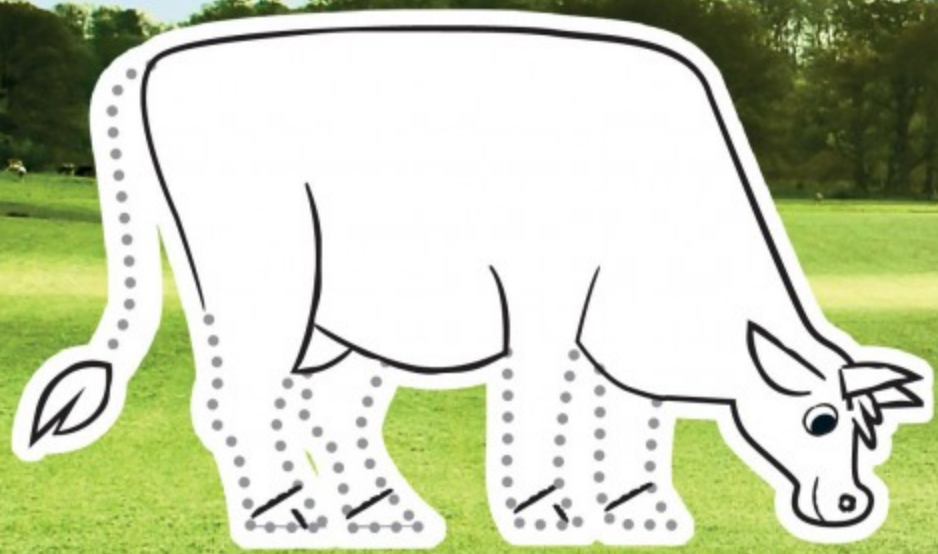


frog

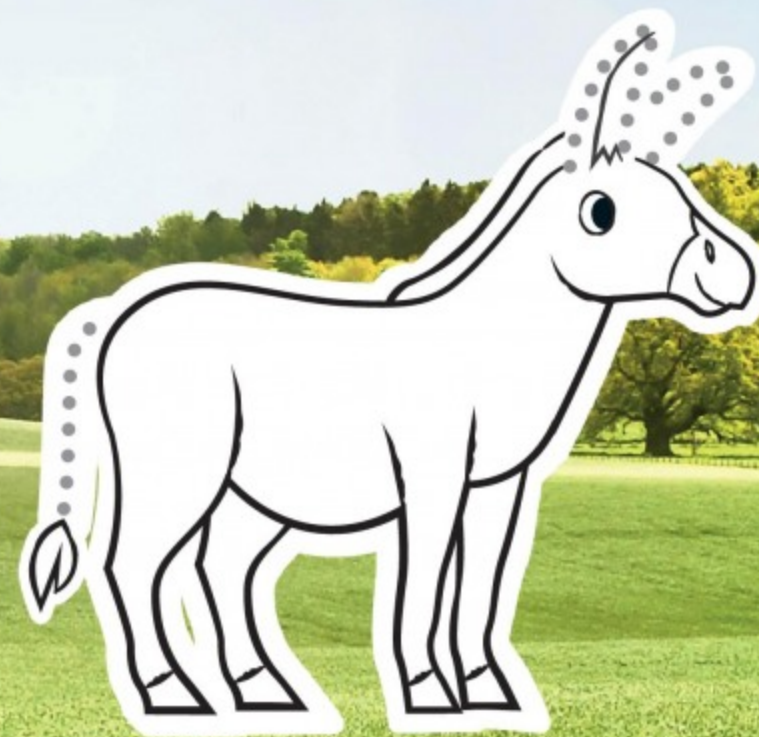


mouse





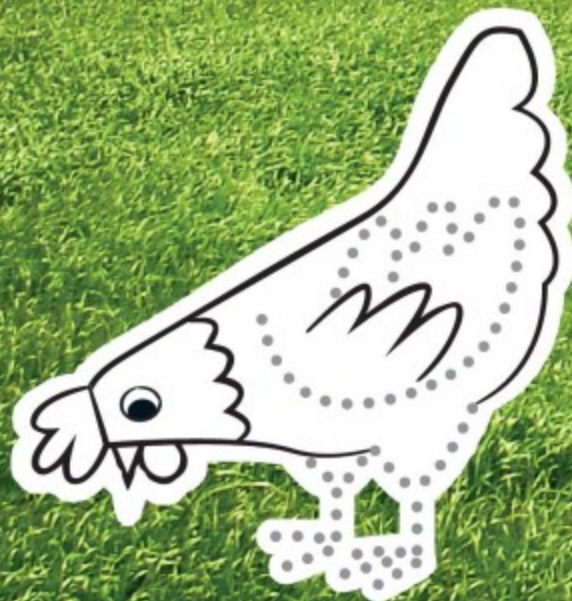
cow



donkey



sheep



chicken

What other
animals can you
see on a farm?

Lesson 8

Explore: on the farm

Language focus: cow, sheep, chicken, donkey CLIL: science

- 1 Watch and think. 2 014 Listen, point, and answer. 3 015 Listen, trace, and color. 4 Say and guess.



AB p.13



NB p.7