

OXFORD

Little
**Blue
Dot**

Student Book

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Bridget Kelly • Margaret Whitfield



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Dot**

 How to use your Classroom Presentation Tool


Bridget Kelly
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OXFORD
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MODULE	UNIT	VOCABULARY	STRUCTURES	PHONICS	VALUES & FUNCTIONAL LANGUAGE	EXPLORE	PROJECT
Our communities p.4 Concept: <i>community</i> numbers 21–30	Unit 1 People we know p.6 Generalization: <i>We belong to more than one community.</i>	watch TV, play board games, ride bikes, skateboard, dress up, dance cook, nurse, cleaner, principal, teacher, bus driver doctor, police officer, firefighter, dentist	We (watch TV). There's a fire! She's/He's a (teacher).	/ou/ with o_e (hose) and ow (bow)	Ask for help I/We need help!	Community helpers	Make a poster about one of your communities.
	Unit 2 Places we go p.16 Generalization: <i>Communities share the same places.</i>	hospital, beach, sports center, playground, library, community garden plastic, glass, metal, paper, bin, recycle dig soil, plant seeds, pull up weeds, pick fruit/vegetables	Where are you/they? We're/They're at the (hospital). It needs water. Where do we put (metal)? In the (blue) bin. We (plant seeds).	/i/ with ea (peach) and ee (seed)	Look after plants Let's water the plants.	Growing plants	Plant a seed and look after it as it grows.
	Unit 3 Party time! p.26 Generalization: <i>Communities celebrate together.</i>	costume, present, cake, decorations, cards, candles invitation, birthday, months of the year festival, music, lantern, fireworks	There's a (costume). There are (decorations). This festival is in (July).	/ei/ with a_e (lake) and ai (snail)	Make things for your friends This is for you.	Festivals	Make a paper lantern.
	 Now I know Units 1–3 project: Make and give paper flowers. pp.38–39 Story time: Zucchini galore! p.40						
Let's create! p.44 Concept: <i>creativity</i> numbers 40, 50, 60, 70, puppet show, mask, stage	Unit 4 Things we make p.46 Generalization: <i>We use different materials to create things.</i>	tape, scissors, paint, paintbrush, camera, clay tennis, racket drawing, painting, sticking, printing, making models, taking photos short line, long line, straight line, curved line	Do you have the (tape)? Yes, I do. / No, I don't. We don't have a ball. I like (paint)ing. There are (two) (long) lines.	/u/ with oo (boot) and ue (glue)	Be resourceful Let's think. We can use this. Good idea!	Different lines in artwork	Make a class quilt.
	Unit 5 Stories p.56 Generalization: <i>Stories help us to explore feelings and develop creativity.</i>	laugh, frown, yawn, whisper, shout, make a face bear, king, superhero, child, wolf, scarecrow light, dark, shadow, flashlight	(Shout), then (yawn). Please don't shout! Is she/he a (bear)? Yes, she/he is. / No, she/he isn't.	/ai/ with igh (light) and i_e (hide)	Respect others Please don't shout. Sorry.	Shadows and puppets	Create a puppet and act out a story.

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Let's create! p.44 Concept: <i>creativity</i> numbers 40, 50, 60, 70, puppet show, mask, stage	Unit 6 Let's make music! p.66 Generalization: <i>There are lots of types of music and they can make us feel different emotions.</i>	(playing the) piano, guitar, trumpet, recorder, (banging the) drum, (shaking the) tambourine fast, slow, high, low, loud, quiet scared, calm, excited, cheerful	She's/He's (playing the guitar). This is fun! This music is (fast). This music makes me feel (cheerful).	/ər/ with ar (harp, shark)	Cheer your friends up I'm sad. Let's cheer you up.	Music and feelings	Make a homemade drum.
	 Now I know Units 4–6 project: Prepare for and perform a show. pp.78–79						
	Story time: What is music? p.80						
On the move p.84 Concept: <i>movement</i> land, air, water, numbers 80, 90, 100	Unit 7 Let's go! p.86 Generalization: <i>We use different transportation in different situations.</i>	bus, boat, car, train, plane, walk helmet, hot air balloon truck, fire truck, motorcycle, taxi, tractor, helicopter rocket, astronaut, spacesuit, space	Let's go by (bus). Let's (walk). She/He (drives) a (truck). She/He (flies) a (helicopter).	/ər/ with er (scooter, soccer)	Travel safely We need to wear our helmets.	Space travel	Make a paper plane.
	Unit 8 Animal action p.96 Generalization: <i>Animals can move in different ways.</i>	rabbit, snake, tiger, monkey, dolphin, lizard crawl, slither, leap, hop, swing, climb spider, kangaroo, race webbed feet, strong legs, long tail, smooth body	Do (rabbits) have (legs)? Yes, they do. / No, they don't. Spiders (crawl).	/ɔ/ with aw (paw, claw)	Be active to feel good I (don't) feel great.	Animal adaptations	Make a paper chain snake.
	Unit 9 Adventures p.106 Generalization: <i>We move differently in different places.</i>	forest, ocean, desert, city, farm, mountains shelter skiing, sailing, surfing, skating, zip-lining, riding a horse spring, summer, fall, winter	I'd like to go to the (forest). Is she/he (skiing)? Yes, she/he is. / No, she/he isn't.	/aʊ/ with ow (town) and ou (campground)	Accept challenges Would you like to build a shelter? Yes, I would.	Seasons	Make a landscape.
 Now I know Units 7–9 project: Make a toy vehicle from reused materials. pp.118–119							
Story time: Ollie's ocean adventure p.120							



Our communities



1

People we know



Do you do these things?
Who do you do
them with?





watch TV



play board
games



ride bikes



We dress up together.



skateboard



dress up



dance

1

Lesson 2
Game

Language focus: We watch TV / play board games / ride bikes / skateboard / dress up / dance (together). CLIL: social studies

- 1 003 Listen and point. Listen and repeat.
- 2 004 Listen and say the missing word. Trace.
- 3 Play the *Spinner* game.
- 4 Think of another thing you do with your friends.

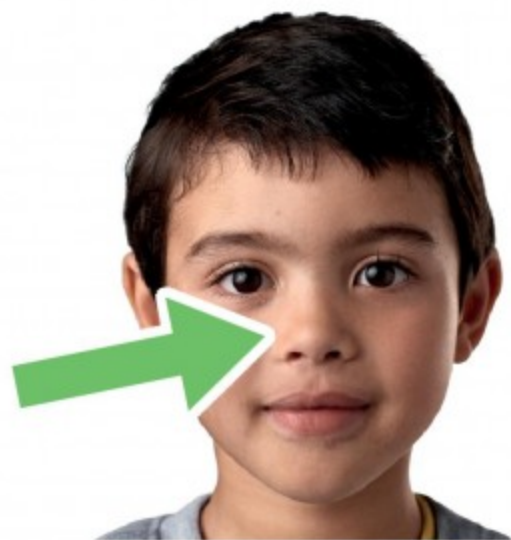
hose



bow



nose



yellow



I have a yellow bow and a yellow hose.



Fire!

1

Hello, Ash! This is Smoke.
She's my new baby sister!

Hello, Smoke!

Hello!

2

I'm small. But I can dance!

3

And I can make fire!

Mom, we need help!
There's a fire!

My skateboard!

1

4

Let's ask for help. Hello!
We need help. There's a fire!

5

I'm Bo and this is Jo.
We can help!

Your nose is a hose!

6

Thank you!

That's okay. Be careful,
baby Smoke!

Look!

Let's skateboard!

Lesson 4
Story

Language focus: *There's a fire!* CLIL: literacy

1 Talk about the pictures. 2 Watch. Who is Smoke? 3 Listen and read. Find the words with the /oʊ/ sound. 4 Act out the story.

It's great to do things by yourself,
But sometimes you should ask for help!
I don't feel good: I need help!
There's a fire: I need help!
There's a problem: I need help!

Don't worry, Alf.
Here you go!

I don't feel good.

Mr. Black, we need help!

Do you ask
for help?



1 cook



2 nurse



3 bus driver



4 principal



5 cleaner



6 teacher



__us driver



__rincipal



__eacher



cook



__urse



__leaner

Lesson 6
Song

Language focus: *She's/He's a cook / nurse / cleaner / principal / teacher / bus driver.* CLIL: creative arts, social studies

1 011 Watch, sing, and do. 2 012 Look, listen, and match. 3 Point and say. Complete. 4 Play the game.

1

1 She's a dentist

police officer



2 He's a doctor

firefighter



3 He's a dentist

police officer



4 She's a doctor

firefighter



~~friends~~ teacher bus officer



In your communities,
who do you have fun with?
Who helps you?