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Excerpt
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Welcome to *Pippa and Pop*

A world of stories and play

Pippa and Pop is a three-level English language course that takes young learners into a marvelous miniature world, kindles their curiosity and imagination, and inspires a love of stories. The course centers on a family who live above a bookstore and on two toy mice, Pippa and Pop, who come alive in a little girl's imagination, captivating learners with immersive stories.

Our research has led us to focus on three areas essential for the development of very young learners: **Early literacy**, **Learning through play**, and **Learning to Learn**.

- **Early literacy** is encouraged through stories in every unit accompanied by literacy tips, a systematic and phonological methodology for teaching letters, and a gradual, supportive introduction to writing development.
- **Learning through play** develops critical and creative thinking, communication and collaboration skills, and encourages learners to be confident and autonomous.
- **Learning to Learn** activities, informed by the Cambridge Life Competencies Framework, help learners develop the learning skills they will need to become confident in all subjects and become independent learners.

The course takes a playful approach and prepares preschool children for primary / elementary school by building their confidence, instilling an enjoyment of learning, and helping them discover the world around them. It covers all the language required for the Cambridge English Pre A1 Starters test. Combined with a gradual introduction to numeracy, letters and sounds, projects, cross-curricular lessons, and values, *Pippa and Pop* is the perfect start to learning English and to the child's journey through school.





For students:

- Student's Book with Digital Pack
- Workbook
- Letters and Numbers Workbook

For teachers:

- Teacher's Book with Digital Pack
- Big Book
- Flashcards
- Posters
- Puppet

Teacher's Digital Pack:

- Class audio and songs
- Presentation Plus, including:
  - Videos (four per unit)
  - Interactive routine boards
  - Interactive practice activities
  - Games
  - Answer keys



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Early literacy development

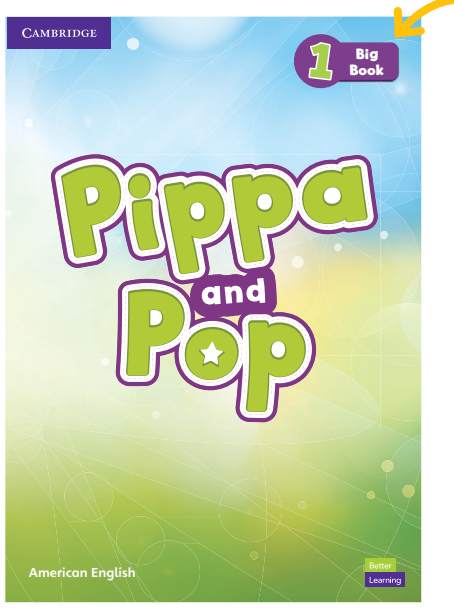
What is early literacy?

"Early literacy" describes the development of skills and cognitive tools in young children that prepare them to learn to read and write. Fostering a joy in stories, songs, and rhymes, teaching young children that words are all around us, and making them aware of sound–spelling relationships enables them to learn to read more easily.

How can we teach early literacy?

The English language classroom should be a place where learners hear as much authentic language as possible and encounter the patterns and "music" of the language in stories, songs, and rhymes.

Even before they start to read, children can learn about how reading works by playing with books. Plenty of picture books and simple English story books should be available for children to play with. Children can turn the pages, move their fingers across the page, refer to pictures to support meaning, and begin to tell the story themselves. Playing at writing by making marks on paper, in sand, or "drawing" letters in the air, all help prepare children to start writing.



Reading in class should be a shared experience. Reading together with the **Big Book** in *Pippa and Pop* mimics the way children engage with stories in their first language.

By interacting with stories, children develop essential oral language skills and learn to concentrate, follow a plot, and ask questions.

Early literacy skills can be assessed in a natural way by retelling a story with deliberate mistakes or blanks for children to correct or fill in. Children can respond by drawing, making models, or by using physical movement to show their understanding.

Literacy-based play sessions help children learn to express themselves. Stories can be retold over several sessions so children can join in and use props to rehearse and act out sections of the story.

[1]*Papp, S. (2020). Phonics and Literacy instruction for young learners in EFL*. Part of the Cambridge papers in ELT series. [pdf] Cambridge: Cambridge University Press

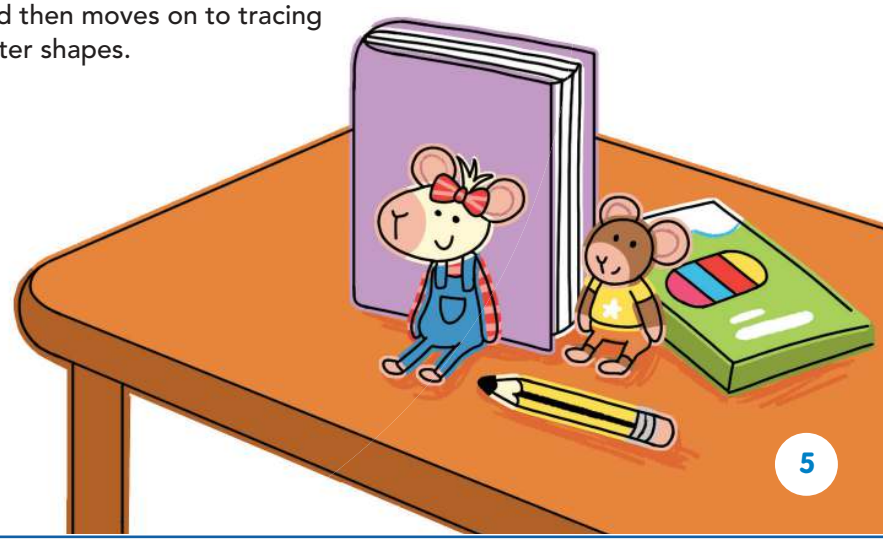
Early literacy development in *Pippa and Pop*

Early literacy in *Pippa and Pop* is informed by the latest research[1], which has shaped the course in the following ways:

- **Stories in every unit** of the Student's Book are an authentic way to expose learners to plenty of target language and engage them with the meaning of words.
- **Literacy tips** in each literacy lesson in the Teacher's Book provide guidance on how to use the story to develop early literacy skills.

Literacy development tip
Before you read the whole story, show the children the pictures one by one. Encourage the children to guess what will happen in the story from the pictures.

- **Additional activities** in the Teacher's Book promote early literacy skills. Look for this icon:
- **Letters are taught systematically and phonologically**, rather than in alphabetical order. Children start by recognizing and isolating sounds before distinguishing letter shapes in general and then recognizing and forming vowels.
- **A gradual approach to writing** begins with activities to promote pencil control and familiarize children with writing from left to right, and then moves on to tracing letter shapes.



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Learning through play

The importance of play

When preschool children play, they are completely absorbed in what they are doing. While playing, they begin to find out how to interact with classmates, follow rules, and express themselves. Children are best able to learn when their attention is fully captured, which often happens when they play.[1]

"Guided play," scaffolded by the teacher, is extremely beneficial in the English language classroom. The teacher prepares the environment and materials, and children have choices and flexibility in how they take part. The teacher monitors and supports children with ideas, development of thoughts, and positive reinforcement. "Child-led" play, where children can be left to choose their own toys or games, can also be effective.

Using different types of play helps children to develop a range of life skills.

Creative thinking skills develop when children draw, model, paint, or use their imagination to think of new ideas.

Critical thinking skills develop in play when children consider the perspectives of other people, play with numbers, or solve problems.

Learning to Learn skills develop when children follow the rules of a game and pay attention to what's happening.

Communication skills develop when children engage in verbal play, e.g., with rhymes, chants, or stories involving repetition.

Collaboration skills develop when children play together with others and share ideas.

How can the teacher support successful learning through play?

- By using as much English as possible in teacher-directed games until this language becomes a routine part of play.
- By encouraging children to make choices about play, e.g., through bringing toys to class and using play to review and expand vocabulary.
- By monitoring play and suggesting ideas or words without leading directly.
- By allowing children to control play; for example, they can take turns as "leader" and adapt the game.
- By varying interaction and encouraging children to play in groups or pairs once they are familiar with a whole-class game.
- By creating a dedicated English play area in the classroom with a "word wall," Pippa the puppet in her house surrounded by English storybooks, and a display of arts and crafts children have made.
- By communicating with parents / caregivers about how play can help learning.

Play in *Pippa and Pop*

The teaching notes for *Pippa and Pop* include games and suggested guided-play sessions in the *Starting the class* and *Finishing the class* sections of lessons.

There are also special *Learning through play* activities in each unit, which include rhymes and chants, playing dress-up, and painting, drawing, and modeling. Some activities are child-led, enabling children to choose their own toys or games.

Learning through play – a "making friends" game



- Mix up the colored beanbags (or crayons) and give one to every child.
- Play some music and tell the children to move around and find all their classmates who have the same color item as them.
- When children have found their group of three or four, they dance together. Stop the music. In their groups, children say, *Hello, I'm* (Name).



[1]Paes, T. and Eberhart, J. (2019) *Developing life skills through play*. Part of the Cambridge Papers in ELT series. [pdf] Cambridge: Cambridge University Press

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Learning to Learn

The Cambridge Life Competencies Framework supports teachers in using the language classroom to help students of all ages to develop key skills that go beyond learning an additional language. These skills are crucial to their future educational development.

The Materials box in the Teacher's Book highlights which tasks in the Workbook are informed by the Cambridge Life Competencies Framework. Look for this icon:

Learning to Learn

The Cambridge Life Competencies Framework informs the Learning to Learn strand of *Pippa and Pop*. Relevant activities are highlighted clearly in the Teacher's Book with this icon:

Learning to Learn skills include being able to focus on a task, keeping motivated, being aware of and working toward learning goals, and reflecting on learning. These learning skills help students succeed in all subjects and are key to their becoming independent learners.

Learning to Learn in the preschool classroom

Classroom routines play a vital role in helping young children develop Learning to Learn skills. Routines can be used:

- for starting a class, such as doing a chant;
- for carrying out activities, for example, choosing learners to be in charge of handing out learning tools;
- for transitioning between activities by using certain cues.

To begin reflecting on their learning, children need clear goals and to understand how to achieve those goals. At this early stage, using a variety of "visible" assessment, feedback, and reflection techniques is most effective.[1]

Children can:

- draw pictures to show what they have learned;
- take part in movement activities, such as acting out a story;
- give physical signals, such as "thumbs up / down" to show how they feel;
- point to signs in the classroom (e.g., a happy, neutral, or sad face) or hold up cards (e.g., red, yellow, or green, like traffic lights) to show how they feel about their progress.

Teachers can:

- use visual prompts, such as wall displays, to encourage children to reflect on previous work;
- use a prop or toy to ask children reflection questions (in the children's first language if necessary) such as:

• What did you learn?	• How do you feel about what you did?
• How well did you do?	• What should you do next?

Learning to Learn in *Pippa and Pop*

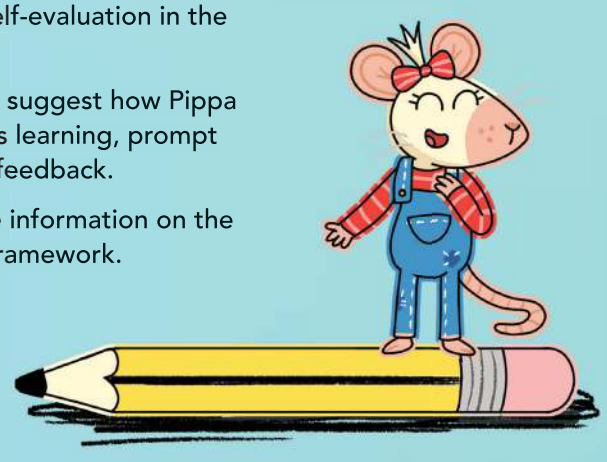
Pippa and Pop lays the foundations for self-reflection, so children can apply this skill during their whole school career and eventually become independent learners.

Learning to Learn activities in *Pippa and Pop* are highlighted in the teaching notes. These include:

- teachers presenting the unit goals **at the beginning of the unit**, using premade objective picture cards to represent vocabulary and language, the story, sounds and letters, the cross-curricular topic, and numbers;
- children performing self-evaluation **in the middle of the unit** to find out whether they understand the vocabulary, recognize where they need more practice, and develop the confidence to ask for help;
- teachers revisiting the unit objectives **at the end of the unit** to help children recognize what they achieved and supporting children with self-evaluation in the Workbook.

Finishing the class activities also suggest how Pippa the puppet can be used to assess learning, prompt self-reflection, and give positive feedback.

Visit *cambridge.org/clcf* for more information on the Cambridge Life Competencies Framework.



[1]Boyd, E. (2020). *Assessment for Young Learners in the English Language Classroom*. Part of the Cambridge Papers in ELT series. [pdf] Cambridge: Cambridge University Press

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Effective learning with *Pippa and Pop*

Routines. For learning to be effective, children need to feel safe and comfortable in familiar settings. Establishing clear routines for English class is vital at the beginning of the course. Routines for starting and finishing lessons are described on pages 16–17 of this Teacher's Book, and routine boards are available on Presentation Plus.



Allow children to be active and hands-on. Children learn by doing, so they need to be active and involved. Tasks that require concentration should be short and interspersed with opportunities for learners to explore and express themselves. Flashcards and many of the games and songs in *Pippa and Pop* require physical responses, and dress-up, role-play, and "making" activities can add an enjoyable physical dimension to English learning.

Before starting to produce the language themselves, young children learn subconsciously by interpreting the teacher's language and showing how much they understand. Bringing Pippa the puppet to life is a great way for children to hear natural English in a playful way. They can interact physically with Pippa and respond to her emotions and requests.

Ensure Pippa speaks only in English. You can give her a life outside the lessons with a simple house made from a box so she can come out and go back at the end of a game or lesson. Let children play with Pippa or take her home as a reward for good behavior. You can use movement and tone of voice with Pippa to make children laugh and engage with the puppet emotionally.



Help learners to express themselves. Learners benefit from repeated exposure to language, and young children understand a lot more than they can produce. Integrate as much English input as possible into your classroom routines, including transactional and interactional language.

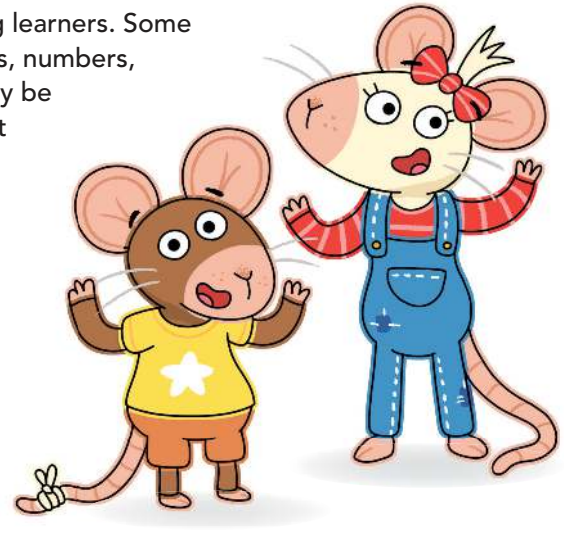
Transactional language
(for instructions and suggestions)
- Let's …
- It's time for …
- Please / thank you
- Can you …?

Interactional language
(for starting, maintaining, and finishing conversations)
- Good morning!
- See you later!
- Really?
- How are you today?

Help children communicate and express themselves by rephrasing speech. Remember, they don't need to repeat the language perfectly – it is enough that they hear the correct English for what they want to say. Concentrate on the message and let the children express themselves freely.

The classroom environment can provide plenty of written language input, even though the learners are only just beginning to recognize letter–sound relationships. Labels, posters, a "word wall," visual alphabet charts, weather charts, and days of the week signs all help bring English into daily life.

As in any class, there will be a range of abilities and confidence levels among very young learners. Some children may already know greetings, numbers, or colors in English, while others may be complete beginners. More confident learners can be paired with those who need more support, to act as "helpers." In mixed-ability classes, set up ongoing activities with plenty of time for everyone to finish, and include extra tasks for fast finishers. Rather than measuring achievement against the same "end point," praise all learners equally by recognizing individual progress.



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How to structure lessons with *Pippa and Pop*

Each lesson in the Teacher's Book is carefully structured with clear steps.

Starting the class

These fun activities use rhymes, songs, and toys to help the children get ready to learn English. Movement-based games help prepare the children for "seated" tasks, and, in the second half of each unit, the activities integrate review.

Before the book

This stage brings the children together while the teacher presents target language or sounds (often using flashcards), leads a fun practice activity (often with Pippa the puppet), or introduces learning objectives or topics to the class. In literacy lessons, the *Big Book* is used to identify key characters or preteach vocabulary.

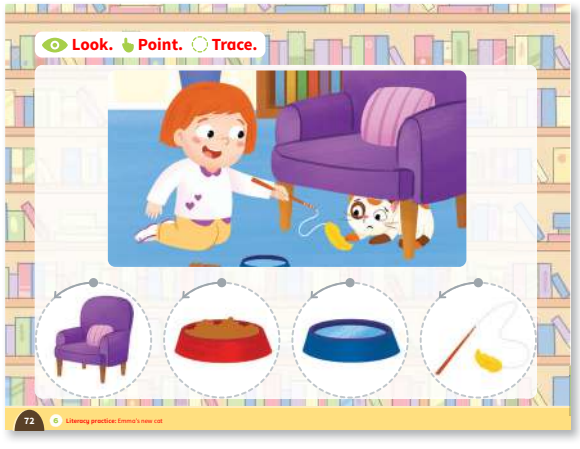
With the book

Once the children are ready to focus on the task in the Student's Book, clear, step-by-step instructions are given (with suggested instructions to give the children in English, advice for monitoring, and additional questions to ask to exploit the material further). An audio script is provided for all listening tasks.

After the book

These activities are often game-based and provide controlled, scaffolded language practice. They review content in order to consolidate learning and help the children produce the language themselves.

The *After the book* stage in the first literacy lesson of each unit emphasizes comprehension by retelling the story or watching the literacy story video. In the second literacy lesson, the children are encouraged to think about a value and relate the message of the story to their own lives.



Workbook

The Workbook further consolidates the *With the book* activities, and the teaching notes give guidance on procedure and examples of the language the children should produce.

Finishing the class

These interactive activities review the lesson content and encourage self-reflection through interaction with Pippa the puppet, flashcards, movement-based games, songs and chants, or by revisiting the main theme of the story in literacy lessons.



Home–school link ideas

Research shows the positive impact of involving parents and caregivers in children's learning. This can be achieved by:

- creating an "Our English Lessons" display in the drop-off / pick-up area and keeping it updated to show the current unit topic;
- displaying the children's work in communal areas;
- encouraging the children to share course songs, chants, and stories and practice new language chunks at home.

Every unit of the Workbook has three *At home* features.

At home tasks encourage the children to find examples of language outside the classroom, connect the value in the story to their home, or repeat an activity at home and share it in the next class. The children are also frequently encouraged to personalize the unit topic, e.g., by bringing something in for "show and tell."

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Unit walkthrough (Lessons 1–4)

Unit opener

A list of unit objectives is provided in the teaching notes for the teacher to share with the class (promoting *Learning to Learn*).

Photographs on the opening page introduce the topic and encourage children to relate it to their own lives.

Language presentation

Lesson 2 of each unit presents key vocabulary, using appealing and beautifully illustrated course characters (Kim, Dan, and their parents). Teachers can introduce new vocabulary, using flashcards, and over 70 full-color flashcards are available for this initial level.

A **video** introduces each unit topic as a fun way to engage children with the unit theme.

There is an **original song** in Lesson 1 of every unit. Children listen and begin to pick out key words, responding to visual prompts (flashcards) and the teacher's actions. They learn the song gradually as the unit progresses, with the learning outcome of joining in with both words and actions.



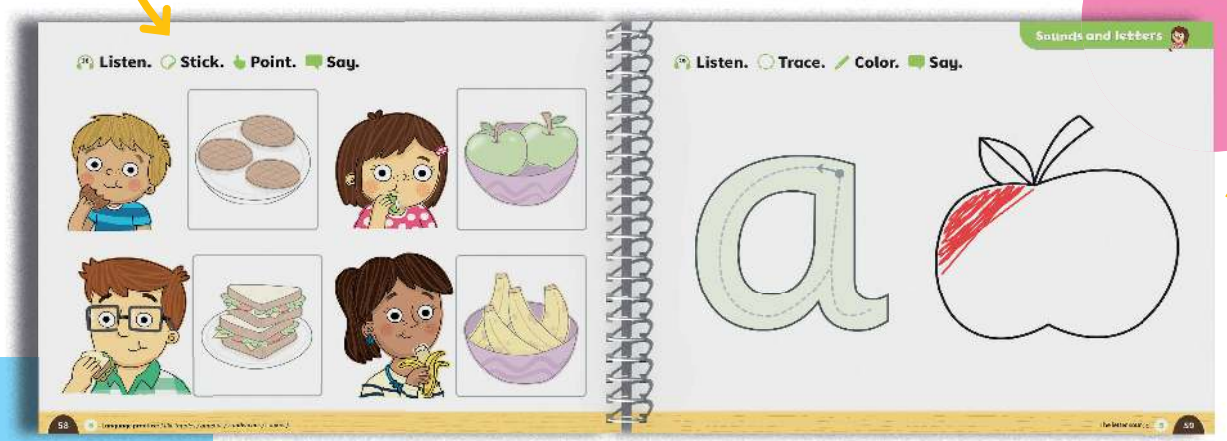
Children interact with the picture by first listening to a short scene featuring the first set of target language.

Then they listen again and point to key words. Finally, they trace around key items (in Units 1–4) or color or circle them (from Unit 5 onward).

Language practice

In Lesson 3, children practice vocabulary and grammar with a listen-and-point task and a sticker activity. Each child has their own sticker sheet of clear, high-quality images, with one set for each unit.

Children then use the new language in a follow-up speaking task.



Sounds and letters

Children gradually learn to distinguish between phonemes, recognize letter shapes, associate sounds with letters, and can practice tracing letter shapes. This can be finger tracing or with a pencil, depending on what is most appropriate for the class.

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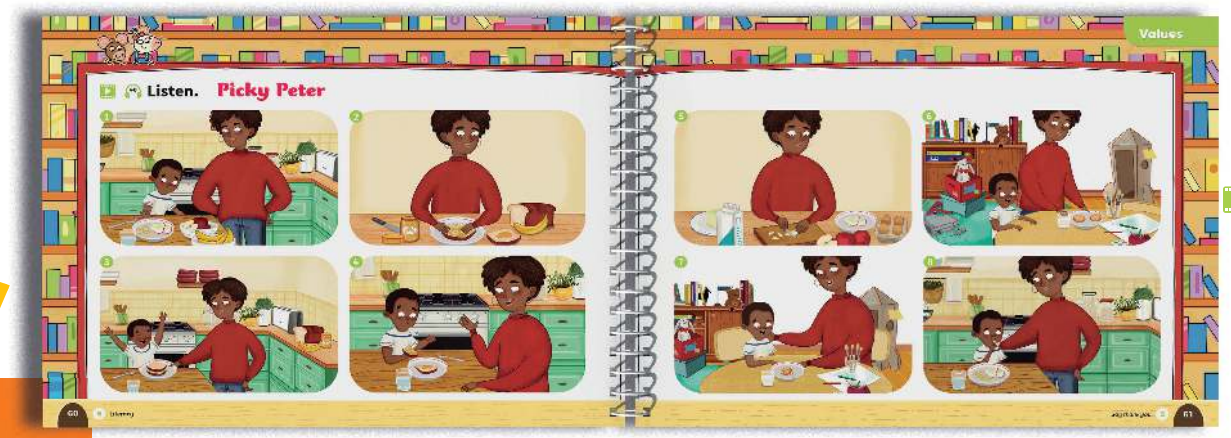
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Unit walkthrough (Lessons 5–8)

Literacy

Each unit has an appealing story that reinforces the unit language and uses repetition and rhythm in real-world speech, ideal for children to learn and play with. The story is also a genuine opportunity to introduce new secondary vocabulary.



Values

The second literacy lesson revisits the story (teachers can use the **literacy story video** to keep the children engaged).

Then they focus on the value that drives the narrative (and is further explored in the Workbook). The teaching notes for lesson 6 suggest a *Learning through play* activity that encourages children to approach the story's theme and content using different cognitive skills.

In the first literacy lesson, the focus is on authentic enjoyment of the story and understanding the plot. Children listen to the recording of the story and then the teacher can retell the story, using the specially designed **Big Book**.

Language practice

Children practice new language with an **original chant**. The rhyme and rhythm of each chant help the children repeat the lyrics and remember new language in an entertaining way. The **chant video** aids memory and adds variety of input.



Language presentation

The second set of key language and vocabulary is presented using the lovable mouse characters who inhabit Kim's dreams (Pippa and Pop) or Kim, Dan, and family. Again, flashcards offer the opportunity to introduce the vocabulary before listening. Teachers can also choose to use the **character story video** to begin this lesson.

To help develop *Learning to Learn* skills, children follow the same classroom routine as in Lesson 2 when interacting with the picture: first listening, then listening and pointing, and then tracing, coloring, or circling.

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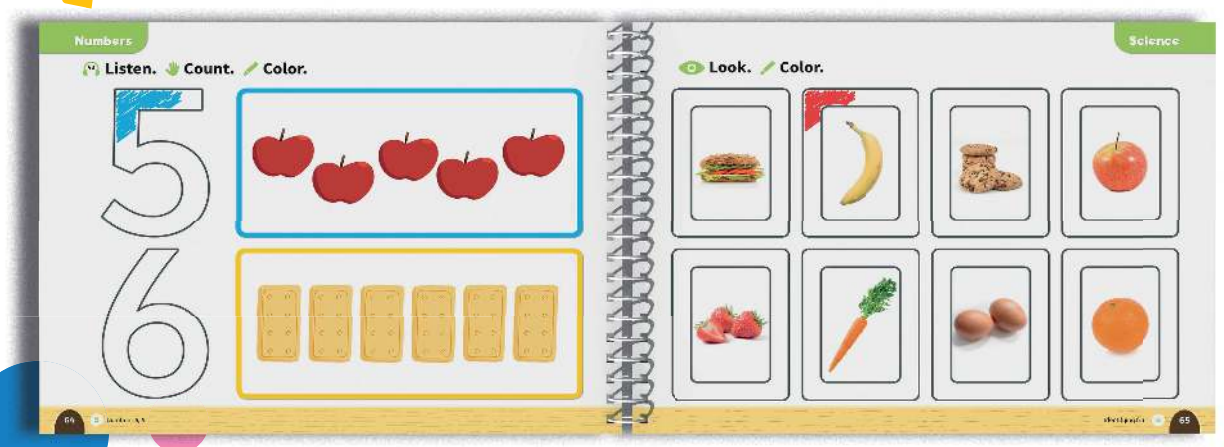
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Unit walkthrough (Lessons 9–12)

Numbers

Lesson 9 of each unit focuses on numeracy. English numbers are introduced (gradually, two at a time). There is also work on patterns, which fosters critical thinking skills, develops shape recognition, and explores the concept of "one more."

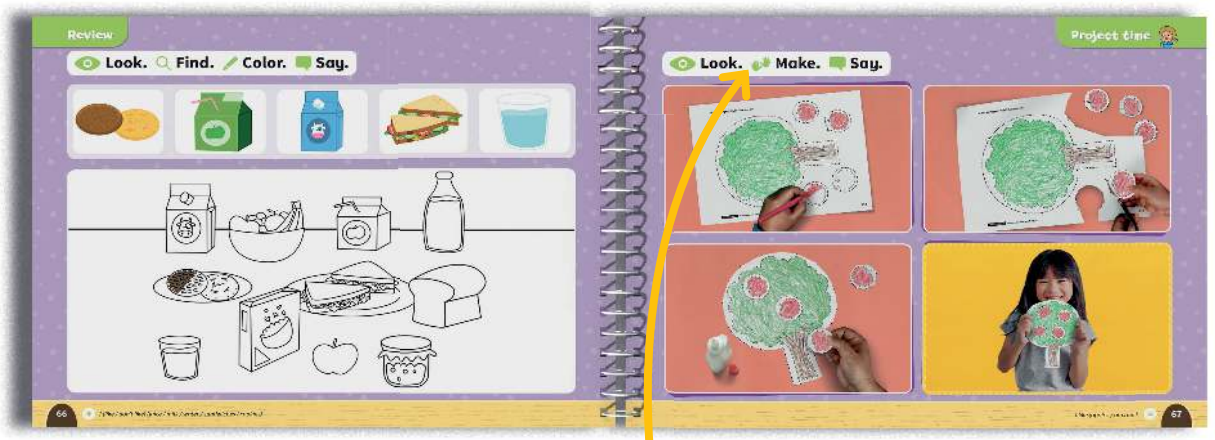


Cross-curricular

Lesson 10 gives children the opportunity to explore other subjects in the curriculum through the medium of English. In Level 1 the subjects are: social studies, science, art, and math. Colorful photographs bring the real world into the classroom and present additional receptive vocabulary. The teaching notes for Lesson 10 sometimes include a *Learning through play* activity that enables children to explore the topic using physical, intellectual, or social–emotional play.

Review

Lesson 11 is a chance to review learning and progress. Pen-to-paper tasks are often supported by listening and become progressively more challenging through the level.



"Hands-on" creative tasks give a clear learning outcome to the unit, and children can then play with what they make. Photocopiable templates for these activities are found in the Teacher's Book. Through guided play, language from the unit is reproduced spontaneously in a realistic context.

Project

The final lesson supports children in putting together the knowledge and skills they have gained throughout the unit and applying them to an exciting project.

The Workbook for Lesson 12 is dedicated to self-evaluation. It reviews the unit language and, at the same time, trains children to be reflective and more autonomous learners. Children can use the **unit sticker** to mark their progress.



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Games bank

Flashcard games

Disappearing cards

Display the flashcards in a row on the board and point to each in turn, saying the word for the children to repeat. Then point while the children say the word without you. Remove one flashcard, but keep pointing to the space so that the children still say the word, along with the rest in the set. Repeat until there are no flashcards left on the board and the children are saying all the words from memory. Then hold up each flashcard in turn for the children to say the word as you return it to the board to make the full set.



Flashcard reveal

Hide the picture on the flashcard with a piece of cardboard. Hold it up and very slowly reveal it to the class. Ask questions, e.g., *Who / What is it?* or *What can you see / do you think?*

Pass the card

The children sit in a circle. Play music as they pass around a selection of flashcards. When the music stops, the children holding a flashcard say the word on their flashcard.

Is it me?

Hand out flashcards the children know, at random. Say one of the words (e.g., *Train!*). The child with the correct flashcard stands up and says the word.

Find the card

Place flashcards on or under chairs or tables around the classroom, where they can easily be seen. Say, e.g., *It's under the chair*. Learners find the correct flashcard, point, and say what it is.

One doesn't belong

Display four or five flashcards connected to a theme, with "one doesn't belong." Learners say all the words together. They raise their hands when they find the one that doesn't belong and explain their reasons in L1.

Categories

Mix up different flashcard sets and invite learners to the board to sort them into categories. They say the words as they sort and then explain their choices.

Traditional games

I spy

The leader begins by saying the rhyme *I spy with my little eye …* and then describes something they can see, e.g., *… something yellow! / … something with four legs! / … a fruit! / … something beginning with* p*!* The class guesses what it is. Whoever guesses the word leads the next turn. The items to "spy" can be actual things in the classroom or images on posters or the whiteboard.

Follow the leader

The children stand in a line, one behind the other, in an open space (such as the playground or school gym). The "leader" stands at the front and walks, dances, or moves around the space. Everyone else follows, in a line, copying exactly what the leader says and does (e.g., *Touch your nose! / Put on a hat! / Drive a car!* or a key word that lends itself to a sound effect or action for others to copy, e.g., *Cat!*) The teacher should lead a few rounds, and then volunteers take over at the front.

Pronunciation games

Varied repetition

Say words for the children to repeat at different speeds, at different volumes, or with different emotions (e.g., happily, angrily).

Circle repetition

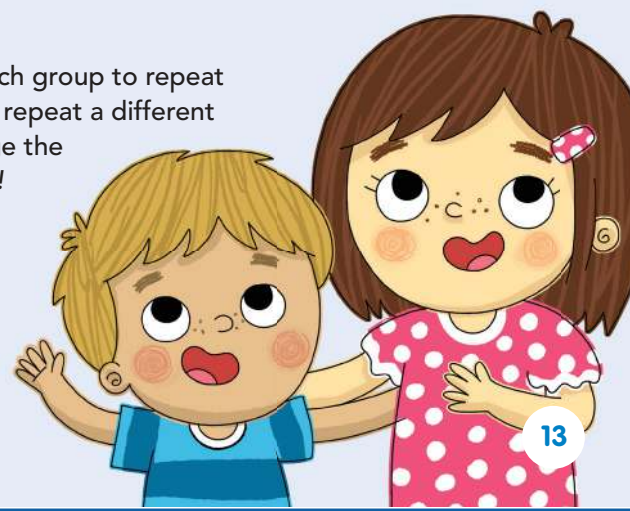
Practice pronunciation in a circle. Say a word for the first child in the circle to repeat and then go around the circle encouraging each child to repeat the word.

Group repetition

Split the class into groups and ask each group to repeat the target language separately (or to repeat a different word from a set of flashcards). Change the groups for variety (e.g., *Just the girls! Everyone with black shoes!*).

Say and do

Do an action every time you say the word. Learners copy both the word and the action.



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