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Cambridge University Press
978-1-108-92868-7 — Pippa and Pop Level 3 Teacher's Book with Digital Pack American English
Lily Pane, With Caroline Nixon, Michael Tomlinson
Excerpt
More Information

1 Me!

3 Listen to the song.



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1 Me! Lesson 1



Unit objectives

- Review introductions and talk about age and emotions
- Review vocabulary and learn to name emotions
- Follow a story about being yourself
- Review Level 2 letter sounds
- Review numbers *1–20*
- Music: emotions from music
- Review learning and progress

Lesson objective

Review *Pippa and Pop* Levels 1 and 2 language and listen to a song

Vocabulary

balls, books, cookies, flowers, trains; eight, five, six, three

Materials

premade unit objective picture cards; puppet; flashcards *Dan, Kim, Tinks, Pop*, *Pippa*; Unit 1 introduction video

Use Presentation Plus to watch the video

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Introduce yourself and say something you like, e.g., *I'm Lola. I like ice cream.*

Before the book

- Present the unit objectives, using premade picture cards representing the topic of each lesson. The following are possible examples for Unit 1: vocabulary / language: a child who looks about six years old, a child who looks sleepy; sounds and letters: things starting with Level 2 letter sounds; the story: a name badge; numeracy: numbers; the cross-curricular topic: a child listening to music. Use objective cards for every unit so the children become familiar with this technique. Display the relevant card during each lesson so the children become aware of which skills they need to focus on.
- Say *Pippa, Pippa. It's us again! Come out and greet your friends.* Have Pippa greet the children.
- Ask *How old are you now, Pippa? (I'm six.)* Use your fingers to count from one to six.
- Play the Unit 1 introduction video to introduce the unit topic. Pause the video at different points and ask the children what they can see and what they think they will learn about in this unit.

With the book

Student's Book page 6

Listen to the song.

- Point to the boy with the book. Elicit what he likes. Point to the children with the pictures. Ask what colors they like.
- Review the course characters with the flashcards and place them around the room.
- Play the song. When the children hear a character's name, they run to the corresponding flashcard.

Track 3

The What's your name? song

Pippa, Pop, Tinks, Kim, and Dan: Hello!
Kim: Let's sing a song!
Dan: OK. A song about … me?
Kim / Pippa / Pop / Tinks: And me!

Narrator: Hello. What's your name?
Kim: I'm Kim. (x2)
Narrator: How old are you?
Kim: I'm eight. I like books!

Narrator: Hello. What's your name?
Dan: I'm Dan. (x2)
Narrator: How old are you?
Dan: I'm five. I like trains!

Narrator: Hello. What's your name?
Pippa: I'm Pippa. (x2)
Narrator: How old are you?
Pippa: I'm six. I like flowers.

Narrator: Hello. What's your name?
Pop: I'm Pop. (x2)
Narrator: How old are you?
Pop: I'm five. I like cookies.

Narrator: Hello. What's your name?
Tinks: I'm Tinks. (x2)
Narrator: How old are you?
Tinks: I'm three. I like balls. (x2)

After the book

- Ask the children to draw themselves or something they like. They hold up their pictures and say, e.g., *I'm (Marco). I'm (five). I like (rabbits).*

Workbook page 6

Listen again. Look. Stick. Point.

- Play the song. The children sing and dance.
- Play the song again. The children place the stickers.
- Say sentences for the children to point to the correct sticker.

Finishing the class

- Use the *Goodbye, Pippa!* routine to end the class (see Teacher's Book page 17).

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Lesson 2 Language presentation



Lesson objective
Review introducing yourself and others, talk about age

Language
What's your / her / his name? I'm / She's / He's (Pop). How old are you / is she / is he? I'm / She's / He's (eight).

Vocabulary
Kim, Dan, Pippa, Pop; eight, five, six

Materials
character flashcards; three birthday hats (or ID badges) with numbers 4, 5, and 6 written on them

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Play The What's your name? song (Track 3) and encourage the children to join in.

Before the book

- Point to yourself and say your name: *I'm (Juana).* Gesture to each child and ask *What's your name?* Encourage the children to say their names, using *I'm …*
- Point to a girl and say *She's (Linda).* Emphasize *She's.* Encourage the children to repeat the sentence.
- Repeat the procedure with a boy: *He's (Damian).*
- Use the character flashcards, one by one, for the class to chant *He's, he's, he's (Dan)* or *She's, she's, she's (Kim).*
- Point to a girl and say *She's (Chynna).* Ask *What's her name?* Repeat with a boy, asking *What's his name?*
- Using the character flashcards, ask *What's (his) name?* Elicit the answers, e.g., *(He)'s (Dan).*
- Review numbers 1–10. Take out the hats (or badges). Ask volunteers to come to the front, choose a hat, and say, for example: *I'm five.* Point to the volunteer and say *(He)'s five.* After several children have come to the front, add in the question: *How old are you? How old is she / he?*
- Continue until everyone has had a turn.

With the book

Student's Book page 7

Listen. Point. Circle.

- Point to each character and ask *What's (his) name?* Encourage the children to answer using *He's* or *She's.*
- Play the audio for the children to listen to. Point to Kim's speech bubble. Follow the words with your finger as you hear them.
- Play the audio again, pausing after each dialogue for the children to point to and circle the correct age (Kim: 8; Dan: 5; Pippa: 6; Pop: 5).
- Ask *How old is (he)?* Encourage them to answer using *He's* and *She's.*

Track 4

Narrator: Let's meet the characters! Hello! What's your name?
Kim: I'm Kim.
Narrator: How old are you?
Kim: I'm eight.
Narrator: So … she's Kim, and she's eight!

Narrator: Hello! What's your name?
Dan: I'm Dan.
Narrator: How old are you?
Dan: I'm five.
Narrator: So … he's Dan, and he's five!

Narrator: Hello! What's your name?
Pippa: I'm Pippa.
Narrator: How old are you?
Pippa: I'm six.
Narrator: So … she's Pippa, and she's six!

Narrator: Hello! What's your name?
Pop: I'm Pop.
Narrator: How old are you?
Pop: I'm five.
Narrator: So … he's Pop, and he's five!

After the book

- Invite some children to come to the front and hold up their fingers to show their age.
- Ask the rest of the class questions, e.g., *What's her name? How old is she?*
- You may want to ask stronger learners to ask the questions.

Workbook page 7

Look. Count. Match. Say.

- Use the example to explain how the activity works.
- In pairs, the children count the candles and match the characters to the cakes.
- Invite one pair to ask and answer a question about one of the characters, e.g., *How old is Kim? She's eight.*
- Ask pairs to do the same. Circulate and check performance.

At home

- Have the children ask a friend their name and age, using *What's your name? How old are you?*

Finishing the class

- Play The What's your name? song (Track 3) for the children to get ready for the end of the lesson.
- Remind the children to practice at home (see Home–school link section on Teacher's Book page 9).
- Use a lesson closing routine to end the class (see Teacher's Book page 17).

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Listen. Point. Circle.



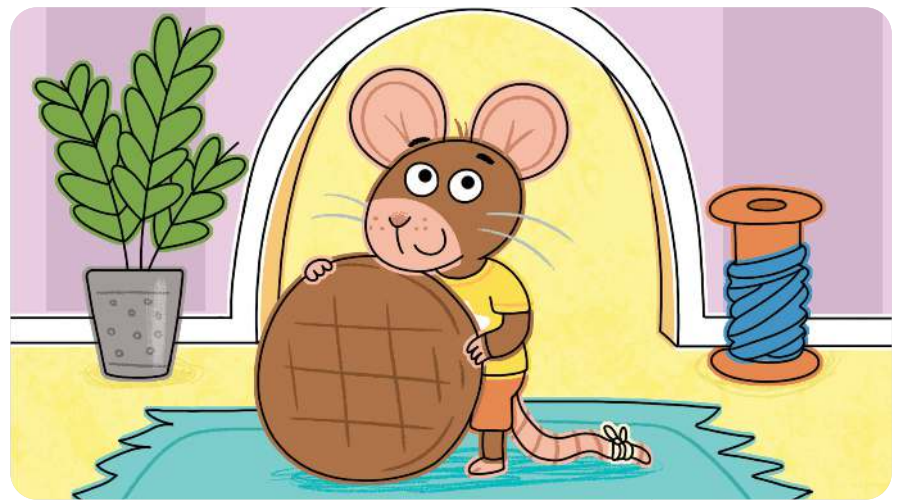
6 8



5 4



6 7



3 5

Language presentation: *What's your / her / his name? I'm / She's / He's (Kim / Dan / Pippa / Pop). How old are you / is she / is he? I'm / She's / He's (eight / five / six).* 1 7

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5 Listen. Stick. Match. Say.



Pippa



Dan



Kim



Tinks

5
6
3
8

8 1 **Language practice:** *What's your / her / his name? I'm / She's / He's (Kim / Dan / Pippa / Tinks). How old are you / is she / is he? I'm / She's / He's (eight / five / six / three).*

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Lesson 3 Language practice

Lesson objective
Review introducing yourself and others, talk about age

Language
What's your / her / his name? I'm / She's / He's (Pop). How old are you / is she / is he? I'm / She's / He's (eight).

Vocabulary
Kim, Dan, Pippa, Pop, Tinks; eight, five, six, three

Materials
puppet; ask the children to bring a photograph of a sibling or cousin to class

Use Presentation Plus to do the interactive activity

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).

Before the book

- Call for Pippa. Ask Pippa questions to review *What's your name? What's his / her name? How old are you? How old is he / she?* You may want to write an example of each structure on the board for children to see the written form.
- Ask individual children questions using the same language: *What's your name? How old are you?*
- Encourage the children to ask Pippa questions as well.
- Divide the class into two groups. Ask groups to stand in two different circles, one within the other, with the children facing each other.
- The children in the inner circle ask the children opposite them *What's your name? How old are you?* The children reply.
- The inner circle children take one step to the left and ask their new partners the same two questions.
- After three or four turns, the outer circle children ask the questions.

With the book

Student's Book page 8

5 Listen. Stick. Match. Say.

- Explain that the children will stick characters in the frames and that the numbers on the right stand for their ages. Elicit the colors of the frames and numbers.
- Help the children find the sticker page at the back of their books.
- Play the audio, pausing after each character is described for the children to place the stickers.
- Play the audio again, pausing for the children to match the characters to their ages.
- Point to each character and ask, e.g., *What's her name?* (*She's Pippa.*) *How old is she?* (*She's six.*) Underline each name with your finger as children say it.

Track 5

Narrator: What's her name?
Girl: She's Pippa.
Narrator: How old is she?
Girl: She's six.

Narrator: What's his name?
Boy: He's Dan.
Narrator: How old is he?
Boy: He's five.

Narrator: What's her name?
Girl: She's Kim.
Narrator: How old is she?
Girl: She's eight.

Narrator: What's his name?
Boy: He's Tinks.
Narrator: How old is he?
Boy: He's three.

After the book

- Play the audio again. Pause after the first question *What's her name?* and point to the sticker of Pippa on the page. Elicit the answer from the class (*She's Pippa.*) Then play the next line of audio for the children to listen to the answer.
- Repeat the procedure with the rest of the audio, pausing after each question for the class to provide the answer.

Workbook page 8

Look. Find. Circle. Say.

- Explain how the activity works, using the example.
- The children look at the options and circle the number that is each character's age.
- Go through the rows and have the children answer your questions: *What's his / her name? How old is he / she?*

Finishing the class

Learning through play – Whose is it?



- The children walk around the classroom, showing the photographs they brought from home.
- Make two groups, A and B.
- Put group A's photographs in a pile. Group B takes turns to take a photograph and guess whose photograph it is.
- Have the groups switch roles.

- Say the *Clean up!* chant for the children to clean up (see Teacher's Book page 17).
- Ask in L1 *Can you ask about people's age?* Encourage the children to self-evaluate (for suggested techniques, see the Learning to Learn section on Teacher's Book page 7).

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Lesson 4 Sounds and letters



Lesson objective
Review letter sounds

Sounds and letters focus
Review letter sounds *b, m, t, g, p, d, k, n, s, h* with the words *bee, mango, teddy bear, goat, pencil, doll, kite, nose, sock, hat*

Materials
flashcards from *Pippa and Pop* Levels 1 and 2 that start with the letter sounds reviewed in this lesson (e.g., *ball, blue, mouth, milk, table, tree, green, grandpa, pink, Pippa, dress, Daddy, Kim, kitchen, hand, horse, neck, sister, sunny*); puppet

Note: If you don't have access to Levels 1 and 2 flashcards, use pictures or draw pictures.

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Welcome the class and play The hello song (Track 1). Encourage the children to join in.

Before the book

- Write the letters "b," "m," "t," "g," "p," "d," "k," "n," "s," and "h" on the board.
- Point to the letter "b" and say the letter sound *b*.
- Continue with the other letter sounds and encourage the children to repeat after you. Note: Leave the letters on the board for the whole lesson.
- Ask the children to stand in two parallel lines facing each other so that there are pairs of children working together.
- Say one of the letter sounds, e.g., *p*, exaggerating the position and movement of your lips. Ask the children to look at your mouth as you say the sound.
- Ask pairs to look at their partner's mouth and repeat the sound as if they were looking in a mirror.
- Repeat with the rest of the sounds and circulate to check performance.

With the book

Student's Book page 9

6 Listen. Trace. Match. Say.

- Play the audio and point to the letters on the board as each sound is mentioned.
- Trace the letter "b" with your finger to show the right tracing direction. The children finger-trace the letters in their books.
- The children use a pencil to trace the letters in their books, following the arrows.
- Play the audio again, pause after the first sound, and move your finger from the letter "b" to the bee as you hold up the book.
- Play the rest of the audio for the children to match the letters with the drawings.
- Ask individual children to say the letter sounds and the words.

Track 6

b b b, bee bee bee, *b* bee

m m m, mango mango mango, *m* mango

t t t, teddy bear teddy bear teddy bear, *t* teddy bear

g g g, goat goat goat, *g* goat

p p p, pencil pencil pencil, *p* pencil

d d d, doll doll doll, *d* doll

k k k, kite kite kite, *k* kite

n n n, nose nose nose, *n* nose

s s s, sock sock sock, *s* sock

h h h, hat hat hat, *h* hat

After the book

- Place the flashcards in a pile face down.
- Put the children into two or three groups.
- A child from one group takes one flashcard, says the word, e.g., *Milk*, and touches the corresponding letter on the board ("m"). If it's correct, the group keeps the flashcard. Note: The children can do this in pairs if they want.
- Groups take turns. The winner is the group with the most flashcards.

Workbook page 9

6 Listen again. Look. Circle. Say.

- Play the audio again. The children circle the correct letter sound in each pair.
- Point to each picture. The children say the letter sound and point to it.

Finishing the class

- The children call for Pippa. Encourage them to show Pippa what they know.
- Point to the letters on the board so that the children teach Pippa the sounds.
- Pippa says the sounds as if she was a child and the children the teachers.
- Use the *Goodbye, Pippa!* routine (see Teacher's Book page 17) to end the class.

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6 Listen. Trace. Match. Say.

b m t g p



d k n s h

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Listen. Jane's name

1



2



3



4



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Lesson 5 Literacy



Lesson objective
Listen to, enjoy, and answer questions about a story

Story language
funny, kind, plain, smart

Materials
puppet; Big Book; Unit 1 literacy story video

Use Presentation Plus to watch the video

Starting the class

- Prepare the children for a story with a Story time routine. For example, chant and act out: *Let's take a book* [pretend to open a book] *and have a look!* [touch your eyes] *This is a story about …* [pause] *Come on and look!* [gesture to invite children]

Before the book

- Preteach *plain, funny, smart,* and *kind,* using examples and L1.
- Say *Pippa, Pippa. It's us again! Come out and greet your friends.* Take out Pippa.
- Show the Big Book and explain in L1 that the stories inside are from books in the bookstore run by Kim's family. Open the book. Read the title, *Jane's name.* Discuss who they think Jane is.
- 7 Play the audio while the children look at the pictures in the Big Book. Point to each picture and show that the sound effect signals it is time to move to the next picture.

Literacy development tip

To help the children engage with the story, have them relate it to their own experience. Before reading *Jane's name*, ask if they like their names and if they have a favorite name.

With the book

Student's Book pages 10–11

7 **Listen.**

- Play the story again while the children listen and point to each frame. Point to the speech bubbles and follow the words with your finger as you hear them on the audio.

Track 7

Jane's name

This is Jane.
Jane likes her curly hair.
She likes her big brown eyes.
But …

Jane: I don't like my name. It's plain.

Jane's mommy is talking to Jane's teacher.

Mom: Hi, Miss Kelly. I'm Jane's mommy.
Jane: My name isn't Jane. I don't like my name. It's plain. My name's … Penelope!
Teacher: I'm very happy to have Jane in my class. She's good in class and she's kind.
Jane: Jane is good in class and she's kind. That's me. I'm Jane.
Grandma: Look at Jane. She's having fun with the dog.
Jane: My name isn't Jane. I don't like my name. It's plain. My name's … Tiffany!
Grandma: I love Jane. She's smart and she's kind.
Jane: Jane is smart and she's kind. That's me. I'm Jane.
Boy: What's that?
Girl: It's for Jane.
Jane: My name isn't Jane. I don't like my name. It's plain. My name's … Isabella!
Girl: Look!
Boy: Ahhh, that's nice! Jane is great! She's funny and she's kind.
Jane: Jane is funny and she's kind. That's me. I'm Jane.
Jane: Teddy bear and Doll, Jane is a smart, funny, and kind girl. That's me. I'm Jane and I love my name!

After the book

- Tell the story again, using the Big Book. Alternatively, play the story video.
- Ask questions after each frame, e.g., 1 *Where is Jane?* 2 *Is she angry?* 3 *Is Jane happy now?* 4 *Who is in the yard?* 5 *How is Jane feeling?* 6 *Where are the children? Does she like her name?* 7 *What name is on the T-shirt?* 8 *Does Jane like her name now?*
- Discuss why Jane doesn't like her name at the beginning and why she loves it at the end. (Because she realizes that "Jane" is not only a name, but it also means being kind, smart, and funny.)

Workbook page 10

Look. Point. Circle.

- Read the story for frames 1, 5, and 8. The children point to the corresponding pictures.
- They circle how Jane is feeling in each frame (*sad, very happy, very happy*). Have them talk about Jane's emotions, e.g., *Jane is sad.*

Finishing the class

- Use a lesson closing routine (see Teacher's Book page 17) to end the class.

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