

3 Teacher's
Book
with Digital Pack

Pippa and Pop

British English

Lily Pane

With **Caroline Nixon & Michael Tomlinson**



CAMBRIDGE
UNIVERSITY PRESS

Contents

Map of Pippa and Pop Pupil's Book 3	2
Introduction	
Welcome to Pippa and Pop	4
Early literacy development	5
Learning through play	6
Learning to Learn	7
Effective learning with Pippa and Pop	8
How to structure lessons with Pippa and Pop	9
Unit walkthrough	10
Games bank	13
Teaching notes	
Hello again!	14
① Me!	19
② My day	43
③ My home	67
Units 1-3 Review	91
④ My sports	95
⑤ My free time	119
⑥ My food	143
Units 4-6 Review	167
⑦ Animals	171
⑧ Plants	195
⑨ My town	219
Units 7-9 Review	243
Project photocopiable templates	246

8 Plants



Listen to the song.



8 Plants

Lesson 1



Unit objectives

- Learn about what plants need to grow
- Learn how to exclaim and describe
- Follow a story about working together
- Learn letter sound /i:/ (ee, ea)
- Learn to measure length
- Science: how plants grow
- Review learning and progress

Lesson objective

Learn about what plants need to grow and listen to a song


Vocabulary

garden, plants, rain, seeds, soil, sun

Materials

pre-made unit objective picture cards; one or two potted plants; flashcards



garden, plants, rain, seeds, soil, sun; seeds (different kinds and sizes); pictures of plants at different growing stages; Unit 8 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).
- Play The hello song (Track 1) to start the class.

Before the book

-  Go through the unit objectives with the class (see Teacher's Book page 19, but tailor these for Unit 8).
- Bring in one or two real potted plants for the children to look at.
- Ask the children if they've got plants in their homes, on their balconies or in their gardens / outdoor spaces.
- Discuss how to take care of plants. Ask the children: *What do plants need? (Water, sun.)* Talk about outdoor plants, flowers and trees. Discuss how outdoor plants get water (*Rain.*) and how indoor plants get water. (*We need to water them.*)
- Ask the children to share their knowledge about how plants grow.
- As you mention the plant-related vocabulary, display the flashcards on the board.
-  Play the Unit 8 introduction video to introduce the unit topic. Pause the video at different points and ask in L1 what the children can see and what they think they will learn about in this unit.



With the book

Pupil's Book page 94



Listen to the song.

- Point to the flashcards and name them.
- Ask the children to describe the photos in their books using the new vocabulary or L1.
- Do the song routine to introduce the song (see Teacher's Book page 16).
- Play the song and have the children point to the flashcards as they are mentioned.

Track 67

The make the plant grow song

Woman: Plant a seed in the soil. Plant a seed in the soil. Make the plant grow in the garden. Give it water. Give it rain. Give it sunlight. Give it soil.

Make the plant grow in the garden. You know plants need water and plants need soil.

You know plants need the sun to grow.

Woman and man: Make the plant grow. Make the plant grow. Make the plant grow in the garden.

Make the plant grow. Make the plant grow. Make the plant grow in the garden.

After the book

- Ask the children if they liked the song. Ask *What it is about?*
- Show the children some seeds and ask if they know what they are. Invite volunteers to come and have a look at them. Encourage the children to talk about the colour and size of seeds.
- Show pictures of the same plant at different stages to show them how it grows.
- Elicit what plants need to grow, from the song.



Activity Book page 94



Listen again. Look. Stick.

Point.

- Play the song while the children find and place the stickers. Check before they stick.
- Play the song again. The children point to the sticker of each item mentioned.

Finishing the class

- Ask the children to choose a place for the potted plants in the classroom. Can they tell you why next to a window is best?
- Say the *Tidy up!* chant for the children to finish the lesson (see Teacher's Book page 17).

Lesson 2 Language presentation



Lesson objective

Talk about what plants need

Language

What do plants need? Plants need (sun).

Vocabulary

garden, plants, rain, seeds, soil, sun

Materials

growing plants flashcards; potted plants (from Lesson 1); spade and watering can (optional); coloured paper; plastic cup (one for each child); paintbrushes; pots of paint; safety scissors; glue

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Play The make the plant grow song (Track 67) and encourage the children to join in.

Before the book

- Hold up the growing plants flashcards one by one and ask the children to name them.
- To check, place the flashcards in random areas of the room. Call out a word and have the children point to the correct flashcard.
- Ask the children to close their eyes. Remove one of the flashcards. Then, ask the children to open their eyes and tell you which flashcard is missing.
- Hold up a real plant (from Lesson 1) and ask *What do plants need?* Display the *sun*, *rain* and *soil* flashcards on the board. Point to each one and model the language *Plants need (sun / rain / soil)*.

With the book

Pupil's Book page 95

 Listen.  Point.  Number.

- Elicit who the children can see in the picture.
- Encourage the children to talk about the picture. Ask *Where are they? What are they doing?*
- Play the audio for the children to listen to.
- Play the audio again for the children to point. Then, play it again and pause for the children to number.
- Provide help with numbering as needed.

Track 68

1

Look at the garden. It's Kim and Dan's garden. There are flowers and trees, and it's very green. What a beautiful garden!

2

Look at Grandpa. He's got some seeds. Find the seeds.

3

And look, Grandma has got some plants. Find the plants. What do plants need?

4

It's a sunny morning. Plants need sun. Find the sun.

5

Oh! Now it's rainy. Plants need rain. Find the rain.

6

Plants need soil. Look at Dan. He's on the soil. Find the soil.

After the book

- Place the flashcards on your desk and ask the children to help you put them in the order they appear in the audio. Play the audio again to check.
- Encourage the children to name things connected to nature which are in the picture, e.g. trees, flowers, etc. Take out the watering can and spade (if using) and teach the words. Alternatively, point to them in the book.
- Ask the children questions about the people in the picture, e.g. *What are they wearing to work in the garden? (Hats, boots.) How many plants has Grandma got? What colour is Kim's watering can? Have you got one at home?*

Activity Book page 95

Look. Match. Say.

- Ask the children to match the pictures in the top row with the corresponding ones in the bottom row, following the example.
- Encourage the children to say the items they matched.

At home

- Ask the children to look outside and say what they can see.

Finishing the class

Learning through play - our flower pots



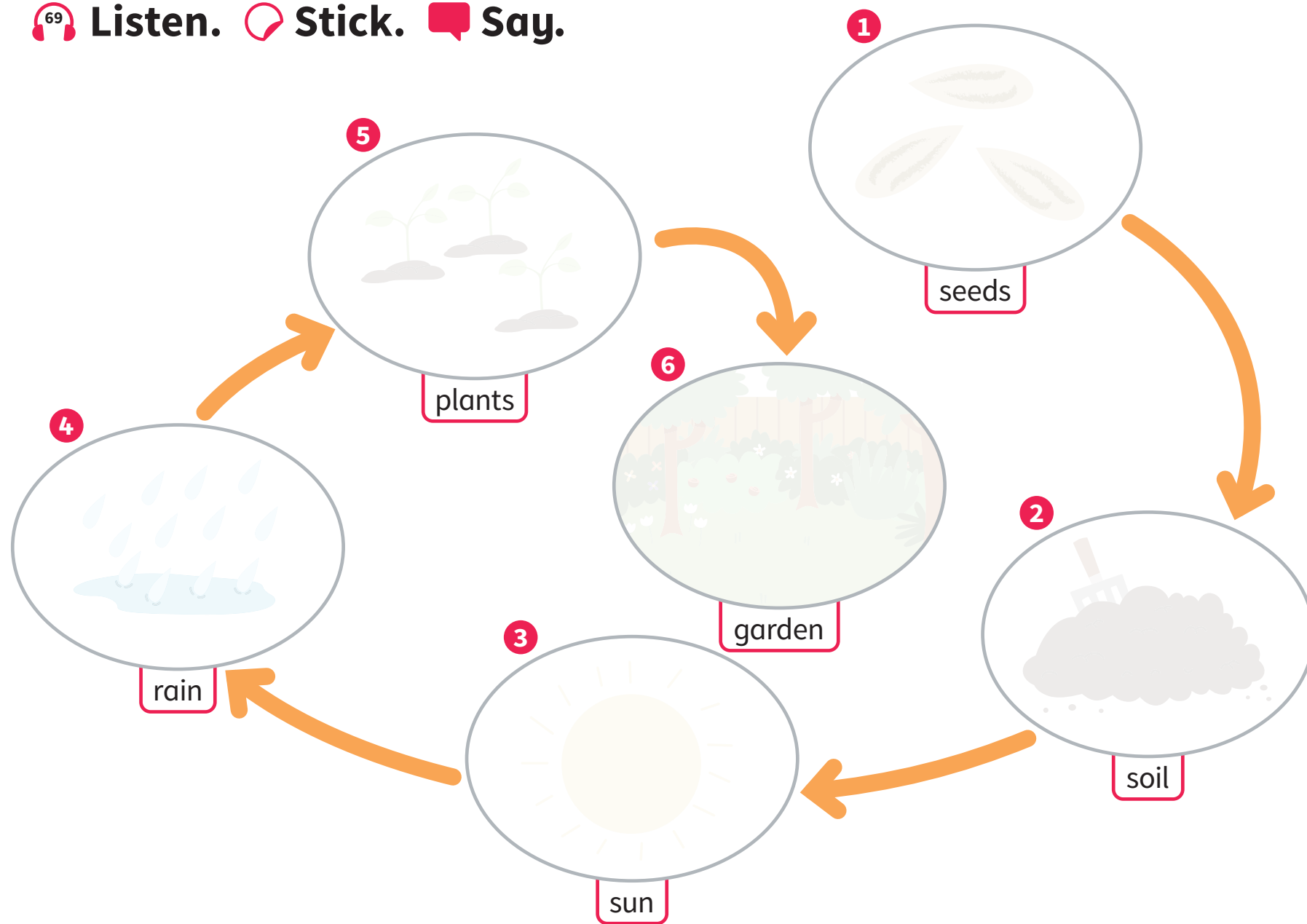
- Hand out coloured paper and ask the children to draw different kinds of flowers on them.
 - Divide the class into groups around tables. Hand out a plastic cup to each child and put paintbrushes, pots of paint, safety scissors and glue on each table.
 - The children paint their cups, then cut out and stick the flowers on them. Note: keep the cups for Lesson 10.
- Remind the children to practise at home.
 - Use a lesson closing routine to finish the lesson (see Teacher's Book page 17).

68 Listen. Point. 123 Number.



Language presentation: garden, seeds, plants, sun, rain, soil; What do plants need? Plants need (sun / rain / soil).

69 Listen. Stick. Say.



Lesson 3 Language practice

Lesson objective

Practise talking about what plants need

Language

Plants need (sun).

Vocabulary

garden, plants, rain, seeds, soil, sun

Materials

puppet; small spade and hat for Pippa; growing plants flashcards; two sets of the six growing plants flashcards

(photocopied or drawn onto cards) to play a memory game; potted plant from Lesson 1

 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

- Have the children call for and greet Pippa. She appears with a hat and a small spade. Ask *What are you doing Pippa? (Growing plants.) Do you know what plants need to grow?* She shakes her head. Say *Well, the children can help you.*
- Attach the *seed* and *plant* flashcards at opposite ends of the board. Then place the remaining flashcards on your desk. Point to the area between the *seed* and *plant* flashcards and ask *What do plants need? Let's help Pippa learn.*
- Invite volunteers to the front to stick up the *soil*, *sun* and *rain* flashcards between the *seed* and *plant* flashcards. Say *Plants need ...* Elicit the words from the children. Pippa repeats after the children.
- Elicit from the children other things you use in the garden, e.g. spade, buckets, hats, watering cans.



With the book

Pupil's Book page 96

 **Listen.**  **Stick.**  **Say.**

- Help the children find the sticker page.
- Play the audio once for the children to listen only.
- Play the audio again and pause after each number for the children to find the correct sticker and put it in place.

- Note: Word labels are present so that the children can become familiar with seeing letters and words, but they are not expected to read at this stage.
- Ask the children to name the items in the correct order.

Track 69

1

Girl: Seeds! We've got seeds. Let's plant the seeds!

2

Boy: Soil! We've got soil. Plants need soil.

3

Girl: Sun! Plants need sun.

4

Boy: Rain! Plants need rain.

5

Girl: Look, plants! We've got plants!


6

Boy: And look – a garden, a beautiful garden. Lots of plants, lots of flowers, lots of trees!

After the book

- Hand out the flashcards to six children.
- Tell the children they will show the cycle they completed in their books.
- Say *What do we need to make a plant? (Seeds.)* The child with the *seed* flashcard goes to the front. Ask *Where do we put the seeds?* Elicit the word *soil*. The child with the *soil* flashcard goes to the front and stands next to the child holding the *seed* flashcard.

Ask *What do we need now? (Sun.)* Continue until the children complete the whole cycle.

- Play a memory game with two sets of cards. Divide the class into two groups. The children turn over pairs of cards until they find a matching pair, e.g. two cards with the picture of the sun.
-  Ask the children in L1: *Can you talk about plants now?* Encourage the children to self-evaluate (for suggested techniques, see the Learning to Learn section on Teacher's Book page 7).



Activity Book page 96

 **Look.**  **Circle.**  **Say.**

- Have the children name what they see.
- Say *Plants need cake / soil / blocks*, etc. The children reply *Yes* or *No* depending on whether the sentence is true or false.
- Ask the children to circle the things plants need.
- Encourage the children to make sentences, e.g. *Plants need soil.*

Finishing the class

- Ask the children to check on the potted plant(s) you brought the first day. Ask the children if they see the plant has changed. Ask a child to water it if necessary.
- Play The goodbye song (Track 2) to end the lesson.

Lesson 4 Sounds and letters



Lesson objective

Practise recognising letter sound /i:/ (ee, ea)

Sounds and letters focus

Practise letter sound /i:/ (ee, ea) with the words *seeds*, *leaf*, *tree*, *sea* and *bee*

Materials

camera or mobile phone; flashcard *seeds*; flashcards *leaf*, *sea*, *bee* from *Pippa and Pop* Level 2; flashcard *tree* from *Pippa and Pop* Level 1; puppet

Note: If you do not 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).

Before the book

- Go around the class with a camera or mobile phone pretending you are taking photos. Ask the children to say *Cheese!* Make the sound /i:/ and tell the children that today they will learn the sound in *cheese*.
- Write the letters 'ee' and 'ea' on the board. Explain that in English, we need more than one letter to make the /i:/ sound and that both of these letter pairs make the same sound. Pronounce the sound, repeating and encouraging the children to repeat.
- Ask the children to finger-trace the letters on their desks as they say the sound.
- Note: Leave the letters written on the board.

With the book

Pupil's Book page 97

 Listen.  Trace.  Circle.  Say.

- Play the audio once for the children to listen and look at the letters and pictures.
- The children trace the letters following the direction of the arrows. Encourage them to repeat the sounds as they do so.
- Play the audio again for the children to decide which pictures they should circle (*leaf*, *seeds*, *tree*, *sea*, *bee*).
- Then encourage the children to repeat the sound and example words together.

- Note that the emphasis at this stage is on sounds, so the children are not expected to distinguish between the words spelt with *ee* and those with *ea*.

Track 70

/i:/ /i:/ /i:/

seeds seeds. Let's plant some seeds!

/i:/ seeds. Let's plant some seeds!

/i:/ /i:/ /i:/

leaf leaf. One green leaf.

/i:/ leaf. One green leaf.

/i:/ /i:/ /i:/

tree tree. Three green trees!

/i:/ tree. Three green trees!

/i:/ /i:/ /i:/

sea sea. The beach and the sea!

/i:/ sea. The beach and the sea!

/i:/ /i:/ /i:/

bee bee. We can see the bee.

/i:/ bee. We can see the bee.

After the book

- Show the children the flashcards for the words in the audio. Attach the flashcards on the board and ask the children to name them.
- Then, remove the flashcards and ask the children if they remember the things on the flashcards. Ask volunteers to come to the front and draw the items they remember. Ask *What's this?* for the rest of the class to answer *It's (a bee)*.
- After all the items have been drawn, ask the class to say the words.

- Introduce the following rhyme:

Look at me!

I'm a bee.

Where are you?


Round and round

This tree.

- As you say the rhyme again encourage the children to ask *Where are you?*
- Invite volunteers to play the bee as the class asks *Where are you?*

Activity Book page 97

 Listen again.  Find.  Circle.

 Trace.  Say.

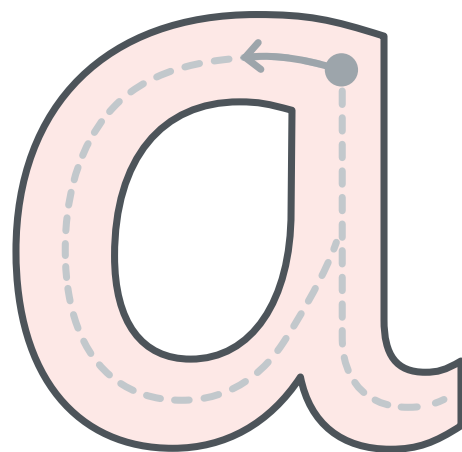
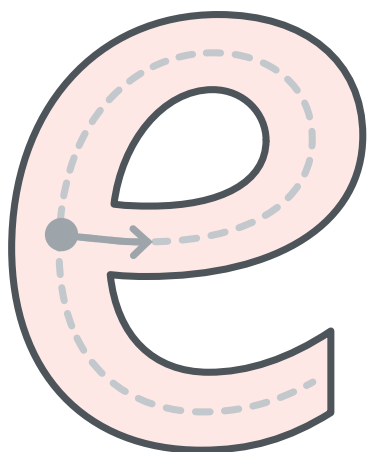
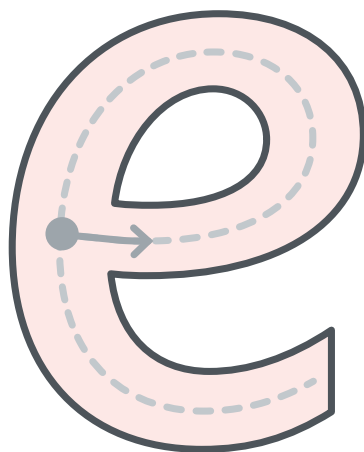
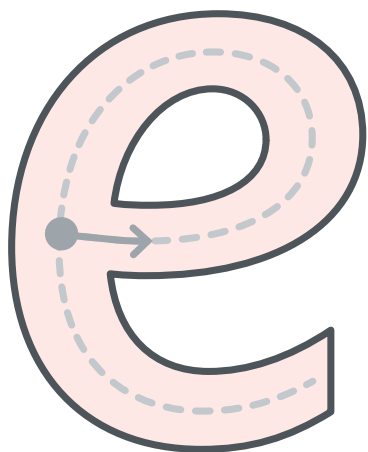
- Play the audio again. The children listen and circle the pictures that have the letter sound /i:/.
- They then trace the letters, following the arrows.
- Encourage the children to check their work in pairs, saying the items they have circled.

Finishing the class

- Have the children call for and greet Pippa. Show her the letters on the board. The children teach Pippa the new sounds.
- Play the audio again and have Pippa repeat the sounds with the children. Alternatively, they can teach Pippa the new rhyme.
- Congratulate Pippa and the children on their performance.
- Use a lesson closing routine to finish the class (see Teacher's Book page 17).



70 Listen. Trace. Circle. Say.





Listen. Sophia's garden

1



Sophia wants a garden.

2



The sun and the rain cloud are watching.

3



It rains and rains.

4



Plants need sun.

Lesson 5 Literacy



Lesson objective

Listen to, enjoy and answer questions about a story


Story language

cloud, What a beautiful garden!, work together, The plants can't grow., She's planting (seeds)., The plants aren't growing.

Materials

weather flashcards from *Pippa and Pop* Level 2; pictures of plants at different growing stages; Big Book; Unit 8 literacy story video


Note: If you do not have access to Level 2 flashcards, use pictures or draw pictures.

 Use Presentation Plus to watch the video

Starting the class

- Prepare the children for a story with a Story time routine (see Teacher's Book page 27).

Before the book

- Revise weather vocabulary with the Level 2 flashcards. Teach the word *rain cloud*. Ask the children to look out of the window and talk about the weather.
- Pre-teach *I'm sorry, beautiful* and *work together*.
- Show the children the pictures of the plants growing to revise the word *grow*.
- Ask the children what we need to do to make a garden. (*Plant seeds, water them, etc.*)
- Open the Big Book and introduce Sophia and her garden. Ask *What is she doing?* (*Planting seeds.*)
-  Play the audio while the children look at the Big Book pages.

With the book

Pupil's Book pages 98–99

  Listen.

- Play the story again. The children listen and point to each frame.

Literacy development tip

Have the children identify the consequences of the characters' actions. Help them see how the rain and the sun's actions stop the plants from growing. This will help the children understand the progression of the story.

Track 71

Sophia's garden

It's a beautiful day. Sophia wants a garden. She's planting flower seeds.

She's planting vegetable seeds. She is happy and excited.

The sun and the rain cloud are watching.
They see Sophia planting seeds.

Sun: I can help Sophia. Her plants need the sun to grow.

Rain Cloud: No! I can help Sophia. Her plants need the rain to grow.

The rain cloud rains on Sophia's plants.
It rains in the morning and in the afternoon.
It rains and rains. The plants can't grow.

The sun is angry.

Sun: Look at the plants, Rain.
The plants aren't growing!
Plants need sun.
I can help.

The sun shines on Sophia's plants.
It's sunny every day.
Sun, sun, sun ... and no rain.
The plants can't grow. Plants need rain.

Sophia is sad.

The rain cloud and the sun are sad, too.

Rain Cloud: I'm sorry. Plants need you, Sun.



Sun: I'm sorry. Plants need you, Rain.

The sun and the rain cloud work together.
Sometimes it's sunny. Sometimes it's rainy.
Now the plants grow and grow.

Sophia is very happy. What a beautiful garden!
The sun and the rain cloud are happy, too.

Sun and Rain Cloud: It's good to work together!

After the book


-  Tell the story again, using the Big Book. Alternatively, play the story video.
-  Ask questions after each frame, e.g. 1 *Whose garden is it? What is she doing?* 2 *Who wants to help?* 3 *What happens to the garden when it rains and rains?* 4 *What do plants need?* 5 *What happens when it's sunny every day?* 6 *How does Sophia feel? What do plants need to grow?* 7 *What do the sun and the rain cloud do?* 8 *What happens to the garden at the end of the story? How does Sophia feel?*

Activity Book page 98

 Listen again.  Look.  Number.

- Ask the children to describe what they can see in each frame.
- The children listen again and number the frames (1–4) in the order that they appear in the story.

Finishing the class

-  Ask questions about the story: *Do the sun and rain work together at the beginning? Do they work together at the end?* Have the children retell the story in L1.

Lesson 6 Values

Lesson objective

Recognise the value of working together from the story

Story language

cloud, What a beautiful garden!, work together, The plants can't grow., She's planting (seeds)., The plants aren't growing.

Value

Work together

Materials

photocopied story picture frames; weather flashcards from *Pippa and Pop* Level 2; flashcards *rain, sun*; Big Book; balloons

Note: If you do not have access to Level 2 flashcards, use pictures or draw pictures.



Cambridge Life Competencies

Social Responsibilities: Understanding personal responsibilities as part of a group and in society – including citizenship: Describes in basic terms positive behaviours in the school environment (e.g. helping others, picking up litter).

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Show the children the picture frames and ask them to help you reconstruct the story on the board.

Before the book

- Show the children the weather flashcards or draw different weather symbols on the board. Ask the children what their favourite weather is.
- Display the *sun* and *rain* flashcards on the board and ask the children what weather they prefer, sunny or rainy.
- Divide the class into rain and sun lovers. Discuss with the children what they can have or wear when it's sunny or rainy. (*Sunglasses, hats / boots, umbrella, etc.*)
- Encourage the children to come to the front to draw the corresponding items under the *sun* or *rain* flashcards.
- Ask the children *What do plants like?*



With the book

Pupil's Book pages 98–99



Listen.

- Show the story video.
- Discuss the value of working together in terms of the children's own experiences. Ask if they have ever

tried to do something by themselves and found it difficult, lonely or boring. Try to use an example of something that has happened in school. Reflect on how results are often better, things are easier and we feel happier when we work together.

After the book

- Reflect on the characters' feelings throughout the story.
- Role-play a simple version of the story. Assign the roles to some volunteers. The children role-play frame 1 (Sophia is happy with her seeds.), frame 2 (Sun and Rain Cloud argue.), and finally frame 6 and 7 (Sun and Rain Cloud say 'sorry' and agree to work together.)
- Stress that it is important to work together as we all have different strengths, we have different skills and ideas, and together we will be happier and get a better result.



Activity Book page 99



Look. Find. Colour.

- Discuss the picture in L1. Ask *How are the children working together? (Clearing up leaves, carrying and watering the plants, painting together.)* Discuss why it is good to work together in each example. (*It's easier to clear leaves if the bag is held open, it is not possible for one person to move the plants, one person painting a big picture would take a very long time.*)

- The children colour the children in the scene that are working together.



At home

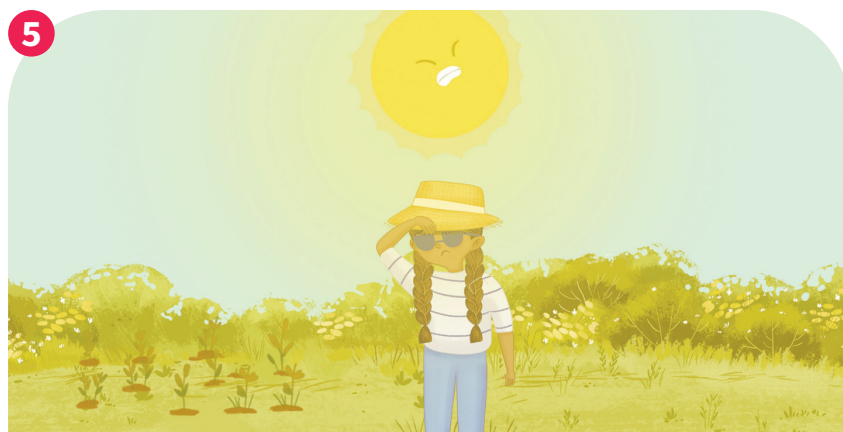
- Ask the children to think about situations in which they work together at home.

Finishing the class

Learning through play – balloons in the air

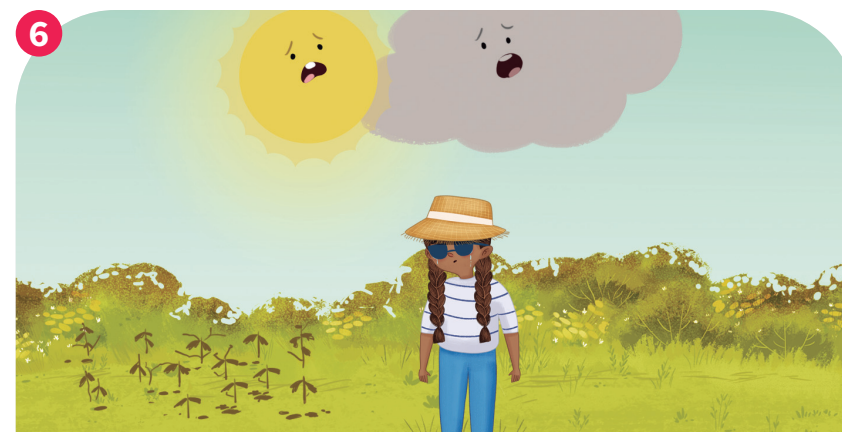


- To reinforce the value of working together play a game with a set number of balloons.
- The children have to move around and work together to keep them in the air.
- Reflect with the children on how they felt working together.
- Tell the children it is time to show how working together is easier. Say the *Tidy up!* chant (see Teacher's Book page 17) to get ready for the end of the lesson. Encourage the children to work together to tidy up.
- In L1, discuss if it was quicker to tidy up when they worked together.
- Use a lesson closing routine to finish the class (see Teacher's Book page 17).



5

Plants need rain.



6

Sophia is sad.



7

Now the plants grow and grow.



8

What a beautiful garden!



Listen. Point. Circle.



Lesson 7 Language presentation



Lesson objective

Learn how to exclaim and describe

Language


What (beautiful) flowers! What (a dirty) (nose)!

Vocabulary

beautiful, clean, dirty, new, old, ugly

Materials


puppet; a bunch of flowers; flashcards *beautiful, clean, dirty, new, old, ugly*; Unit 8 character story video

 Use Presentation Plus to watch the video and to play the games for this unit 😊

Starting the class

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

Before the book

- Teach *beautiful, clean, dirty, new, old, ugly* using the flashcards. Have the children repeat the words after you.
- Attach the flashcards to the board and number them from 1 to 6.
- Call out a word. Have the children respond with the corresponding number.
- Explain the concept of *opposites*. Leave only three flashcards on the board: *ugly, dirty* and *old*. Show the rest of the flashcards one at a time and elicit which one is the opposite of the ones on the board. Attach the flashcards next to their opposites.
- Take the flashcards from the board and put them in a pile face down on your desk. Ask a volunteer to pick one flashcard and show it to the class. The class responds with the opposite adjective.
- Have the children call for and greet Pippa. She gives a bunch of flowers to you. Say *Oh, thank you Pippa. What beautiful flowers!*
- Encourage the children to talk about objects in the classroom, e.g. *What a clean desk!* Make sure they use *an* in front of words with the sounds *a, e, i, o, u*.
-  Play the character story video. Ask questions, e.g. *Who can you see? Where are they?*



With the book

Pupil's Book page 100



Listen.  **Point.**  **Circle.**

- Play the audio for the children to listen. Play it again, pausing after the first frame to show the example.
- Play the rest of the audio, pausing after each frame. The children point and circle the items (frame 1: flowers; frame 2: Pop's nose; frame 3: flowers; frame 4: Pop's shirt; frame 5: Pippa's hat; frame 6: Pop's face).

Track 72

[Dream sequence introduction]

Pippa: What beautiful flowers!

Tinks: Yes, they're yellow, the colour of the sun!

Pop: Mmmm, they are beautiful flowers. And ... aahh, they smell good, too.

Pippa: Oh, Pop! Now your ears and face are dirty.

Tinks: And your nose! What a dirty nose!

Pop: Ohhh! Oops!

Pop: Oh, no, look Pippa. What ugly flowers!

Tinks: No, Pop. They aren't ugly. They haven't got any water.

Pippa: They need water! Let's get some water!

Pop: Well done, Tinks! Now I can catch the water ... in my shirt!

Pippa: NO, Pop! That's your new shirt!

Pippa: Here! We can catch the water in my hat!

Pop: What an old hat!

Tinks: Meow! But what a good idea!

Pippa: Now the flowers have got water and they can grow!

Pop: And I'm having a bath!

Tinks: Yes, Pop. What a clean face!

After the book

- Draw flowers, a nose, a shirt, a hat and a face on the board.
- Pick a flashcard, e.g. *old*, and elicit what it refers to in the audio. (*Hat.*) Say *What an old hat!* The children repeat.
- Choose six children and assign a flashcard to each.
- Play the audio again. When the children hear their words, they stand next to the corresponding drawing.
- Repeat with another group of children.



Activity Book page 100

 **Look.**  **Find.**  **Circle.**  **Say.**

- Have the children look at the pictures in each group and circle the odd one out.
- Encourage them to say why they have circled each item.

Finishing the class

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

Lesson 8 Language practice

Lesson objective

Practise exclaiming and describing with a chant

Language

What (beautiful) (flowers)! What (a dirty) (nose)!

Vocabulary



beautiful, clean, dirty, new, old, ugly

Materials

adjectives flashcards; pictures or realia illustrating the adjectives (e.g. clean and dirty socks, a new phone, an old

book, ugly flowers, a beautiful garden); flashcards *short, tall, young and old* from *Pippa and Pop* Level 2; pictures to illustrate *big and small*; Unit 8 chant video; puppet

Note: If you do not have access to Level 2 flashcards, use pictures or draw pictures.

 Use Presentation Plus to watch the video and 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

- Review the vocabulary by holding up the flashcards and eliciting each adjective.
- Attach the flashcards to the board. Make a statement with *What*, e.g. *What (beautiful flowers)!* Ask volunteers to point to the corresponding flashcard and repeat the statement.
- Show the children pictures or realia for them to say the corresponding adjectives, e.g. *dirty socks, clean socks, a beautiful garden, ugly flowers, an old book, a new phone*. Say *What ...* and point to the *dirty* flashcard and the picture / realia of the socks. Encourage the children to say *Dirty socks*. Continue with other combinations.

With the book

Pupil's Book page 101

  **Listen.** ✓ ✗ **Tick or cross.**

 **Sing.**

- Play the chant for the children to listen.
- Play it again. Pause after each statement for the children to tick the items mentioned (beautiful flowers, dirty nose, ugly flowers, clean face, new shirt, old hat) and cross the ones that are not mentioned.

- Play the chant again. This time, encourage the children to join in with the exclamations as you point to the corresponding flashcards.

Track 73

The *What a dirty nose!* chant

Pippa, Pop, Tinks: The garden, the garden, we're in the garden.
Beautiful, ugly, dirty, clean, old and new.

Pippa: What beautiful flowers! Ooooooh.

Tinks: What a dirty nose! Ewwwww.

Pop: What ugly flowers. Ahhhhhhh.


Tinks: What a clean face.


Pop: Ooh a new shirt! Ahhhhhhhh!

Pop: What an old hat! Errrrrrrrrr.





Pippa, Pop, Tinks: The garden, the garden, we're in the garden.
Beautiful, ugly, dirty, clean, old and new.

After the book

-  Play the chant video. Suggest movements, e.g. show disgust for *What ugly flowers*, touch faces for *clean face*, etc. Play the chant again and have the children join in with the actions.
- Talk to the children about opposites they already know. You can use flashcards from Level 2 or pictures.
- Show the children a picture for *big* and elicit the opposite. (*Small*.) Do the same for *young / old, short / tall*.

- Tell the children they are going to show Pippa what they can do. Take out the pictures or realia illustrating the adjectives. Encourage volunteers to make exclamations about different items, e.g. *What ugly flowers!* Also accept *Oh, dirty socks* or *A new phone!*
- Hand out the adjective flashcards to some children and ask them to stand up as the words are mentioned in the chant.
- Hide the flashcards and ask the children how many they can remember.
-  The children can show how they feel about their performance by using a suitable self-evaluation technique (see the Learning to Learn section on Teacher's Book page 7) when Pippa asks *How do you feel?*

Activity Book page 101

 **Look.**  **Find.**  **Circle.**  **Say.**

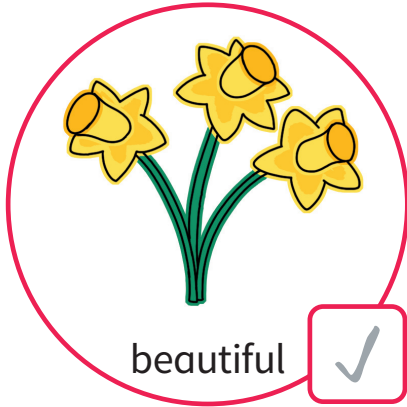
- The children look at the picture on page 101. Ask *Where are the people?*
- The children work in pairs. They find the small pictures in the big scene and circle them.
- Encourage the children to say what they have found, e.g. *What a dirty dog!*

Finishing the class

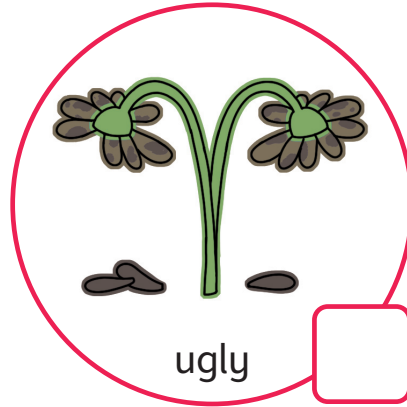
- Ask the children to draw two pictures with opposites, e.g. a big dog and a small one.
- Encourage the children to show and describe their drawings to Pippa.
- Say goodbye to Pippa who exclaims *What a nice class!*



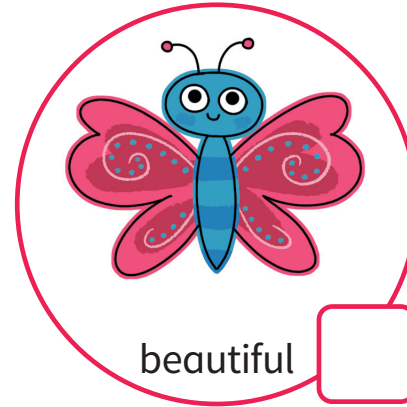
Listen. ✓ ✗ Tick or cross. 🎵 Sing.



beautiful



ugly



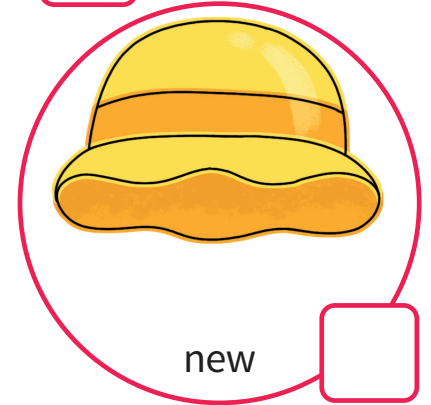
beautiful



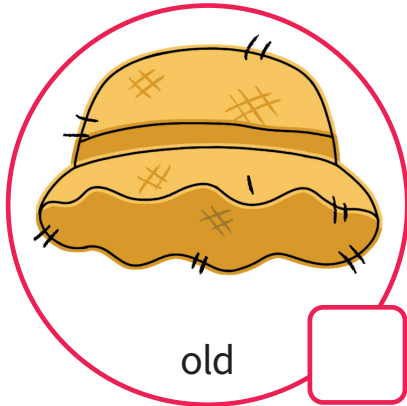
dirty



new



new



old



dirty



clean



Numbers

 Look.  Count.  Write.



2



Lesson 9 Numbers

Lesson objective

Learn about measuring length

Vocabulary

paperclip

Language



The (book) is ten (paperclips) long.

Materials

a soft ball; a set number of paperclips per group; rulers and square rubbers; puppet

Note: When using metal paperclips, children must be supervised carefully at all times. Ensure all clips are counted out and collected at the end of the activity. If you prefer, you can use a different item

as the unit of measurement, e.g. a piece of card, a square rubber or a ruler.

 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

- Review numbers from 1 to 10 with a soft ball. The children pass the ball as they count.
- Hold up a paperclip and name it. Have the children repeat after you.
- Then, place a book on the desk. Below the book, place a number of paperclips next to each other for the length of the book. Count the paperclips and say *The book is (ten) paperclips long.*
- Do the same with another object. Try to find items that are an exact number of paperclips rather than halves or fractions.
- Place a different object on the desk and ask a volunteer to place paperclips along the entire length of the object. Then, ask them to count the paperclips.
- Practise with other volunteers and different objects.

With the book

Pupil's Book page 102

 **Look.**  **Count.**  **Write.**





- Ask the children to name the things they can see on the page.
- Give the children an example by measuring the rubber and pointing to the number below. Say *The rubber is two paperclips long.*

- Divide the class into small groups around tables and hand out paperclips. Have the children measure the other items with paperclips. Point out the dotted blue lines that show the start and end of each item.
- After the children have counted, they write down the number of paperclips they needed for each item (flower: 4 paperclips; crayon: 3 paperclips; leaf: 5 paperclips).

After the book

- In the same groups as before, the children measure different items (books, toys, pens) using paperclips.
- Encourage the children to say *The (book) is (five) paperclips long.*
- Then, explain that you are going to use your foot as the unit of measurement. Measure the classroom with the help of the children. Say *It's (x) feet long.*
- Go around the class measuring the board, the door and the window with a ruler. Say *The board is (seven) rulers long.* Make sure you always use the same ruler.

Activity Book page 102

 **Look.**  **Count.**  **Match.**  **Say.**

- Ask the children to look at the pictures and say the things they can see.
- Encourage them to count the number of paperclips they need for each item.
- Then look at the example. Elicit the number of paperclips for the building block and show the matching line to the number 1.

- The children count, match and say the numbers.
- Finally, have the children say *The (snake) is (five) paperclips long.*

At home

- Ask the children to measure three things with a paperclip at home and report their findings to the class.

Finishing the class

Learning through play - measuring the outside world

- Hand out rulers, square rubbers, paper and pencils to groups of children.
 - Ask the children to go outside and measure different things (e.g. sticks, stones and leaves). Alternatively, they can measure things in the classroom.
 - Groups draw around what they want to measure, choose their unit of measurement (ruler or rubber), measure it, and write the number next to the drawing.
 - Have the children share their findings.
- Have the children call for and greet Pippa. The children measure Pippa with paperclips and say how long she is.
 - Praise the class for their performance.
 - Use a lesson closing routine to finish the lesson (see Teacher's Book page 17).

Lesson 10 Science

Lesson objective

Learn about how plants grow

Vocabulary

grow, pot, seed, soil, sunlight, water


Language

Put (soil) in (the pot). (Plant) the seed. Watch it grow.

Materials

growing plants flashcards; puppet; a flower pot; the cups the children decorated in Lesson 1 or small flower pots; selection of seeds (e.g. beans, pumpkin seeds, sunflower seeds); soil; water; liquid food colouring, transparent jars and white flowers with stems (one per group) (optional)

 Use Presentation Plus to do the interactive activity 

 **Cambridge Life Competencies**
Social Responsibilities: Understanding personal responsibilities as part of a group and in society, including citizenship: *Learns to care for animals and plants.*

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Display the flashcards on the board. Play The make the plant grow song (Track 67). The children join in and point to the flashcards as they hear the corresponding items.

Before the book

- Have the children call for and greet Pippa, who is carrying an empty flower pot. Say *Hi, Pippa. You can be my assistant to show the children how to plant seeds.* Pippa says *Oh, thank you!*
- Demonstrate each of the initial stages in growing a plant, i.e. *Put the soil in the pot. Plant the seed. Put the pot in the sunlight. Water the seed.*
- Encourage the children to tell Pippa about their predictions of what will happen after the seed has been under the sun for a time and after being watered, i.e. it will grow.



With the book

Pupil's Book page 103

Look. **123** Number.

- Have the children do the task in pairs. They look at the pictures on page 103 and agree on the order of the photos before they number them. (1 soil in a pot, 2 seeds in the soil, 3 watering, 4 small seedlings, 5 medium sized seedlings, 6 fully-grown sunflowers).

- Check the task by encouraging the children to describe the process of growing a sunflower with you, e.g. *First, you put soil in the pot, then ...*

After the book

- Take out the flashcards to revise the stages needed to grow plants.
- Ask volunteers to put the flashcards in order.
- Divide the class into small groups around tables and hand out the decorated pots (from Lesson 1), the soil and the seeds.
- The children fill the pots with soil and add the seeds. Hand out a variety of seeds so that they can choose. Some children may want to grow flowers and others vegetables.
- Help the children to decide where the plants can receive more sun. The children water the plants. Monitor them as they do so.
- Encourage the children to check on the plant you brought on the first day. Discuss with the children why it has grown or not.
- Optional: Invite the children to do an experiment with you.
- The children work in groups around tables.
- Place a transparent jar of water in the centre of each table and add liquid food colouring to the water.
- The children then place a white flower in the pot.
- Encourage the children to predict what will happen and why. Discuss how water travels through plants.

- Ask the children to draw how the flowers look at the beginning of the experiment. The following class, the children draw the flowers again to compare.



Activity Book page 103



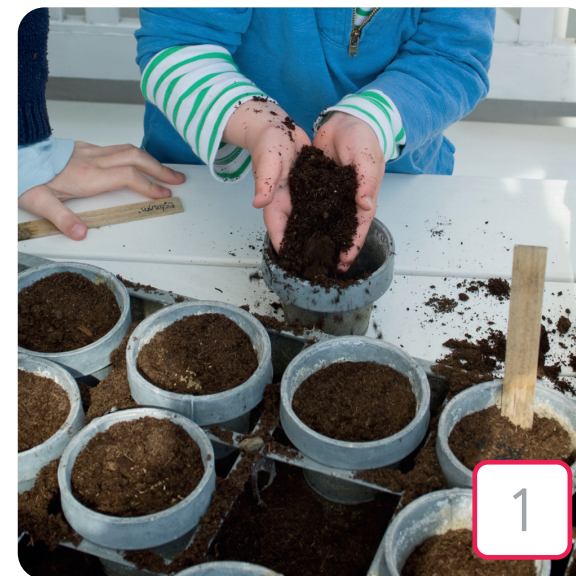
Look. Match. Say.

- Ask the children to look at the pictures above the timeline (the numbers at the bottom) and talk about them.
- Then they match them to the numbers to show the order in which things happen when you grow plants.
- Check the task by calling a number and asking volunteers to say the items that appear in the corresponding pictures (1 soil in a pot, 2 seed in the soil, 3 watering, 4 small seedling, 5 medium-sized seedling, 6 fully-grown tomato plant).

Finishing the class

- Use the *Goodbye, Pippa!* routine to say goodbye to Pippa (see Teacher's Book page 17).
- Say the *Tidy up!* chant to finish the class (see Teacher's Book page 17).

Look. 123 Number.



Review

74 Listen. ○ Circle. 🗨 Say.

1



2



3



4



5



6



Lesson 11 Review

Lesson objective

Review learning and progress in the unit

Vocabulary

adjectives

Language

What (dirty) (hands)! What (an ugly) (beach)!

Materials

experiment and flower drawings from Lesson 10 (optional); adjectives flashcards; flashcards *cold, hot, old, short, tall, young* from *Pippa and Pop* Level 2; pictures of *big* and *small* from Lesson 8

Note: If you do not have access to Level 2 flashcards, use pictures or draw pictures.

 Use Presentation Plus to play the games for this unit 😊

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Optional: Check on the experiment from Lesson 10. Ask *What colour are the flowers? Why?* Compare the flowers to the drawings the children did at the beginning of the experiment.

Before the book

- Play The What a dirty nose! chant (Track 73) for the children to join in.
- Hold up the adjectives flashcards and have the children name them.
- Hold up a flashcard and an item, e.g. the *old* flashcard and a broken crayon. Encourage the children to make an exclamation, e.g. *What an old crayon!*
- Revise opposites with the adjectives flashcards and Level 2 flashcards. Show a flashcard and elicit the opposite.

With the book

Pupil's Book page 104

 **74** Listen.  Circle.  Say.

- The children work in pairs. First, ask them to name the items in the photos without the adjectives, i.e. hands, shoes, beach, football, garden, clothes.
- Play the audio. The children listen and circle the photo in each pair that matches the audio.
- Ask the children to make sentences about the circled pictures using *What ...*, e.g. *What dirty hands!*

Track 74

- 1 Oh, no! Look at your hands. What *dirty* hands!
- 2 Ooh, *new* shoes! What nice new shoes.
- 3 Oh dear, what an *ugly* beach. We can't swim here.
- 4 What an *old* football! It's very old!
- 5 Wow! Look at the flowers. What a *beautiful* garden!
- 6 Oh, what *clean* clothes! We've got clean clothes today.

After the book

- Encourage the children to make exclamations about the pictures that are not circled, e.g. *What clean hands!*
- Have the children find items in the classroom to make exclamations about, e.g. *What a beautiful doll!* *What a small block!*


Activity Book page 104

 Look.  Draw.  Say.

- Ask the children to close their eyes and imagine what you say.
- Say *You're in a beautiful garden. You like it! Are there any beautiful flowers? What can you see? Is there a dirty cat? Is there a beautiful butterfly? What are you wearing? Old shoes? A new hat? What are you doing? How do you feel?*
- Then, ask the children to open their eyes and draw what they have imagined.

Finishing the class

Learning through play - nice and not nice customers

- The children imagine they go shopping. Use items in the class to sell and buy.
- Some children play the role of assistants and others the customers.
- Explain that customers can be nice and say things like *What a beautiful toy! What a clean shop!* or can be not very nice and say negative things like *What an old shop! What a dirty doll!*
- Allow the children to play freely.
- Ask the children to look at each other's pictures and make exclamations using *What (beautiful flowers)!*
-  Watch the Unit 8 introduction video again and talk about what the children can see and what they have learnt in this unit.
- Use a lesson closing routine to finish the class (see Teacher's Book page 17).

Lesson 12 Project



Lesson objectives

Do a craft activity to review unit language and review progress; Carry out self-evaluation

Vocabulary

growing plants

Language

What do plants need? Plants need (sun / rain / soil).

Materials

photocopiable template page 253 (one per child); scissors; crayons; blue and yellow paint or ink pads; glue; a small pot of soil; pots of seeds and some small leaves; puppet



Cambridge Life Competencies

Learning to Learn: Reflecting on and evaluating own learning success: *Self-corrects from own stored knowledge when they realise a mistake has been made.*

Starting the class

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

Before the book

- Play The make a plant grow song (Track 67) and The What a dirty nose! chant (Track 73) to review vocabulary.
- Ask the children which song they like best.



With the book

Pupil's Book page 105

Look. **Make.** **Say.**

- Give each child a copy of the flower template, scissors and crayons.
- The children cut out and colour their flower diagrams. Suggest they use different colours for the petals and for the centre part, which is the diagram. The diagram should be a paler colour. Note: You may prefer the children to use colouring pencils instead of crayons to colour the flower as they will be painting over it.
- Explain to the children that they are going to finger-paint and stick the things that a plant needs onto the five different sections of the diagram. Elicit some of these by asking *What do plants need? (Soil, sun, rain, seeds.)*
- Hand out blue and yellow paint or ink pads and demonstrate how to make the raindrops in one section with single fingerprints and the sun in another section by finger-painting. Show that each

item has its own section. You could model this with your own flower diagram.

- Next, point out there are still three sections left. Hand out glue, soil, seeds and small leaves. Show the children how to stick small amounts of these items to the remaining three sections. When the children finish their crafts, point to a section of your diagram and say, e.g. *Plants need sun.*

After the book

- When they have finished, ask volunteers to point to the appropriate part of their diagrams and say, e.g. *Plants need rain.*
- The children work in pairs and use their diagrams to talk about plants.
- Go around the class with Pippa. Pippa asks questions about the crafts and exclaims *What beautiful flowers!*

Learning to Learn

- Hold up your book and flick through Unit 8. Say *Look! Wow! We've finished Unit 8.* If you used picture cards to present the unit objectives in Lesson 1, point to the pictures and talk about the different things the children have done. Encourage the children to sing the songs, retell the story in L1 and talk about different items using adjectives.
- Ask how the children feel about Unit 8 in L1. They can use a 'thumbs up' gesture or write a 'tick' in the air about each element you have reviewed that they feel confident about. Alternatively, use Pippa to encourage self-evaluation (see Teacher's Book page 7 for reflection questions).



Activity Book page 105

Point. **Say.** **Draw.**

- The children work in pairs. They look at the pictures and describe them by saying *Plants need (soil). They're (seeds). It's a garden.*
- If they make a mistake give them time to self-correct. If necessary, repeat the mistake with questioning intonation and pause to allow the children to correct themselves.
- Remind the children that they should draw the faces based on the four options given as a key when they are confident they know the language. Explain in L1 that they need to think about what they can do and not be afraid to draw a neutral or sad face if they need some more practice.
- Circulate and check. Help the children who haven't drawn happy faces and make notes to help you plan extra practice or extension work.
- The children place the Unit 8 star sticker top right.

Finishing the class

- Remind the children to practise all the new things they can say in English at home.
- Say the *Tidy up!* chant to finish the lesson (see Teacher's Book page 17).

 Look.  Make.  Say.

