



Lollipop

1-3

English for Preschool

Patricia Avila



PROGRAM OVERVIEW



Lollipop is an innovative and engaging English program for preschoolers. Its main goal is to prepare students for primary school effectively through the steady acquisition of the vocabulary and language structures.

Lollipop places great emphasis on daily routines. After many years of teaching experience at preschool level, I have developed **Lollisteps**, a series of learner steps that have been proven successful in many different classroom environments. This method uses prior knowledge of vocabulary learned in the first language as its basis and takes advantage of the natural learning abilities that young children have in acquiring a second language.

Bearing in mind that children need to be engaged and constantly challenged in order to remain interested in learning, **Lollipop** also offers a variety of fun activities and practice lessons that will keep the children motivated and accelerate their learning process. These activities have been carefully selected to help students start developing the necessary skills for future success in the 21st century. Examples of the skills include critical thinking and problem solving, communication, and creativity.

I am certain that both you and your students will find using **Lollipop** a sweet experience.

Patricia Avila



COMPONENTS

Lollipop 1 (ISBN: 978-981-4321-90-7)

Lollipop 2 (ISBN: 978-981-4321-91-4)

Lollipop 3 (ISBN: 978-981-4321-92-1)

Online Components

Please visit www.online-lollipop.com.

Lollipop 1 Online Flashcards

Lollipop 2 Online Flashcards

Lollipop 3 Online Flashcards

Lollipop 1 Teacher's Guide (English)

Lollipop 2 Teacher's Guide (English)

Lollipop 3 Teacher's Guide (English)

Lollipop 1 Teacher's Guide (Spanish)

Lollipop 2 Teacher's Guide (Spanish)

Lollipop 3 Teacher's Guide (Spanish)

Hello! I'm Paty.

Join me and my best friend Tony in our wonderful world of **Lollipop**! Here, we go to school and learn English from our favorite English teacher, Miss Michelle. We have lots of fun with our friends and families. We love **Lollipop** and we hope you will too!



AN ECLECTIC APPROACH – LOLLIPOP'S TEACHING METHODOLOGIES

Lollipop emphasizes the importance of vocabulary acquisition in learning a second language, and more importantly, its presentation to the students so that effective acquisition can take place in the classroom.

The Natural Approach

Three stages of pre-production, early production, and speech emergence

Total Physical Response (TPR)

Use physical movement to facilitate long-term memory retention of new vocabulary

Engage, Study, Activate

Three learning phases which increase the effectiveness of students' learning by varying the activity type in the classroom

Mind Maps

Help students process, express, and remember what they have learned

Sökmen's Principles for Vocabulary Building

A variety of techniques such as building a large recognition vocabulary, integrating new words with old, providing a number of encounters with a word, promoting a deep level of processing, and facilitating imaging

VOCABULARY LEARNING

Vocabulary items are carefully chosen and organized into three different types – high frequency words, words for familiar contexts, and thematic vocabulary. This ensures that students have a sound and useful repertoire as they progress in their study of English.



The words are first introduced to the students with lively illustrations, reinforced with **Lollisteps** and language practice, then applied with language structures.

2.1D **Colors**

green yellow

Instructions
Listen, color, and say.

Lollisteps
4-5-6-8

2.2C **Colors in My Bag**

red crayon blue book
green pencil yellow glue

Instructions
Trace, color, and say.

Lollisteps
4-5-7-8

6.3C **Let's shop for clothes!**

a green cap
a red shirt
blue pants
black shoes

Instructions
Listen, color, and say.

Lollisteps
5-6-7-8

2.3F **Shape, shape, shape!**

green red pink brown orange

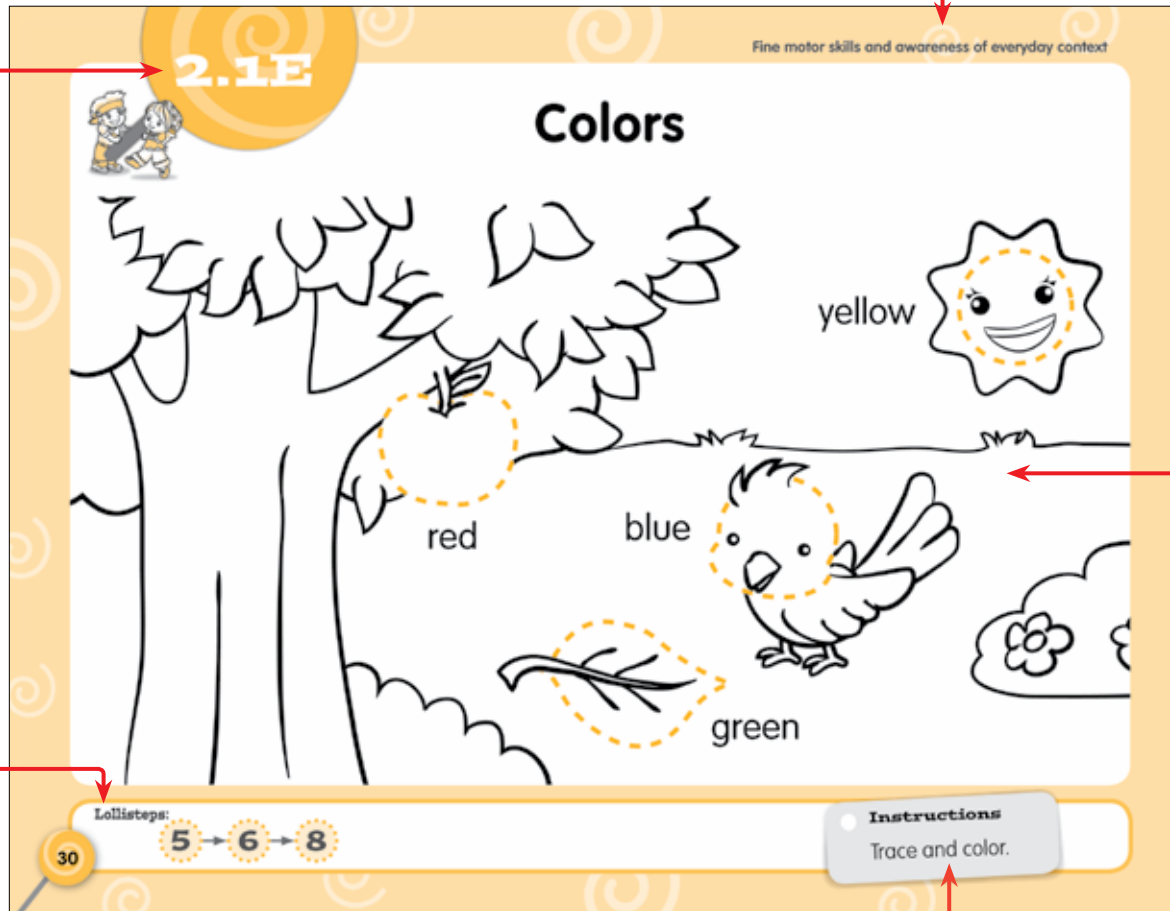
Instructions
Color by shape.

Lollisteps
5-7-8

These words are recycled throughout the books in different contexts so that learning is constantly reinforced.

ABOUT THE STUDENT BOOK

Lollipop is divided into ten units. Each unit is divided into themes.



Each activity is carefully designed to develop key preschool skills such as critical thinking skills, fine motor skills, and penmanship.

Attractive illustrations stimulate students' interest and offer coloring opportunities.

Get your class pumped up and ready to start with our energizing opening routines – **Lollisteps!** The **Lollisteps** for each lesson are carefully structured to help students acquire English in the most effective and engaging way.

Instructions for the class activities are clearly stated.

Each section (A–F) is based on the Engage-Study-Activate (ESA) model (Harmer, 1998).

A & B: ENGAGE. This is the part in the teaching sequence where the teacher engages the students' interest and emotions. New vocabulary or structures are presented through familiar or interesting scenarios.



C & D: STUDY. Here, activities focus on what they learned previously. Activities may also include tracing and matching, penmanship, and coloring exercises.



E & F: ACTIVATE. The interactive and fun activities in this section are designed to reinforce and activate concepts learned. Students use the language learned freely and communicatively.



Reference
Harmer, Jeremy. How to Teach English. Harlow: Longman, 1998.

LOLLISTEPS: DAILY ROUTINE FOR EFFECTIVE LEARNING

Patricia Says

Always begin the lesson with the same routine, such as a song or rhyme that the students know well. Never start with anything new (Roth, 1998). You can use chants or songs to get the class pumped up and ready to start. The Teacher's Guide will give specific suggestions for setting up this routine.

Always finish the lesson with the same routine so that the students realize that the lesson has ended (Roth, 1998). At the end of each lesson, a wrap-up section in the Teacher's Guide will guide you through the cool down and closing of the class with a familiar song.

Lollisteps are the backbone of **Lollipop**. They are activities that will help you present vocabulary in a fun and engaging way with the help of flashcards. Each page will list the **Lollisteps** that should be carried out during that lesson!

1 DO YOU KNOW?

The aim of this first step is to find out if the students know the concept behind the word. If they do not know the concept in their own language, this exercise should not be presented.

For example:

Teacher: "Who is this? Quién es? Who is this?" ("sandwiching" method)

Students: "Mamá!"

Teacher: "Yes! Mother!"

2 REPEAT AFTER ME!

Lead the students in a choral repetition drill. Enunciate each word carefully and get the students to repeat after you. Ensure that each word is repeated no more than three times to avoid boredom.

3 LET'S LOOK FOR ...!

This is a choral drill where students are asked to identify a vocabulary item from several flashcards.

For example:

Put the flashcards for the vocabulary items that were presented in your hands. Face the students and say: "Let's look for ... mother!"

Show the students a flashcard that is not the correct one and ask: "Is this mother?"

Students should answer: "No!"

Change the flashcard and ask again: "Is this mother?"

Again, students should answer: "No!"

This drill continues until the flashcard for "Mother" turns up and students answer: "Yes!"

4 SHOW ME!

Put some flashcards on the ledge of the board and ask individual students to come to the front. Ask the student to point to the flashcard you mentioned. For example, say: "Show me mother!" The student will only need to point to the correct flashcard.

It is preferable that the number of flashcards used is limited so that the exercise remains swift and fun. Let more students participate in this game by limiting each student to answering only once.

5 WHO/WHAT IS THIS?

Hold the flashcards in your hands. Show them to the students one by one. Ask them: "Who is this?" or "What is this?" The students will then answer. This is a choral drill.

6 WHO/WHAT IS MISSING?

Put the flashcards on the ledge of the board and read the words with the students.

Ask the students to cover their eyes, and then remove one of the flashcards. Ask the students: "Look! Who is missing?" The students should then study the flashcards carefully and answer.

7 ARE YOU ...?

Ask one student to come up to the front. Ask the rest to close their eyes. Ask the student to choose a flashcard showing someone he or she likes the most or someone that the student would like to be. The student hides the flashcard. Say: "Ready!" One at a time, the students will now try to find out which flashcard the student chose.

For example:

Student 1: "Are you father?"

Student 2 (the one holding the flashcard): "No."

Student 3: "Are you sister?"

Student 2: "No."

Student 4: "Are you mother?"

Student 2: "Yes!"

The student that guesses correctly will come up to the front and choose the next flashcard.

8 LET'S COLOR!

This step consolidates the learning cycle presented up till now. It is recommended that the same drawings as those on the flashcards are used in order to revise the vocabulary taught.

You may say: "Color mother's dress blue!" or simply, "Color mother." The students are free to color the drawings according to instructions given. When the students are busy coloring, monitor the class activity. You may ask individual students: "Who is this?" to ensure they understand the concept behind the word. You may continue with the exercise by changing instructions to "Now, color father!" and so on.

CLOSING ROUTINE: SING WITH ME!

To complete the cycle, present a song that uses the vocabulary presented.

Reference

Roth, Genevieve. *Teaching Very Young Children*. Richmond Handbooks for English Teachers. London: Richmond Publishing, 1998.

Lollisteps are developed based on the methodologies mentioned earlier. You can find further elaboration on when and how to use these steps in the Teacher's Guide.

Lollisteps will lay the foundation for students' success in the English Language!

Online Flashcards

Coupled with **Lollisteps**, these easy-to-print flashcards present vocabulary in an engaging and effective way that helps develop student's pre-reading skills.



MOTIVATING STUDENTS

Cutouts

Colorful and user-friendly cutouts engage the students as they practice language. They also develop their fine motor skills.



Certificates of Completion

At the end of every book, students can be presented with a certificate of completion to motivate and encourage them.



ABOUT THE TEACHER'S GUIDE

Lesson Plan provides detailed suggestions for carrying out the activities using daily routines and **Lollisteps**.

Teacher's Script provides useful suggestions and prompts for conducting the class.

Contents provides useful key information about the lesson that teachers need, such as skills, vocabulary, functional language, and materials needed for the lesson.

Notes/Evaluation provides space for teachers to record feedback, observation, and self-reflection for their own personal and professional development.

Lollipop 1 8.1A–8.1B		My Pets	
CONTENTS	LESSON PLAN	TEACHER'S SCRIPT	
<p>Pages: 146–147 Phase: ESA (ENGAGE)</p> <p>Aim To identify pets</p> <p>Skill Tag Vocabulary (familiar context)</p> <p>Vocabulary dog, cat, hamster, bird</p> <p>Functional Language This is a cat. Is this a dog? Yes. / No. Is this a cat? No, it's a bird. What is this? It's a hamster.</p> <p>Materials Flashcards no.: 85, 86, 87, 88</p> <p>Homework Color pages 146–147.</p> <p>Notes / Evaluation</p>	<p>WARM-UP Daily Routine:</p> <ul style="list-style-type: none"> • Good Morning (song) • Ten Little Fingers (song) • Days of the Week / What is the Date Today? (song) • The Alphabet Song (song) <p>LOLLISTEPS 1 2 3 4</p> <p>CLASS ACTIVITY Exercise 8.1A (page 146)</p> <ul style="list-style-type: none"> • Get students to open the book to page 146. • Tell students that they are going to learn about animals that can live in our homes. • Explain that they are called pets. • Ask students to point to the dog and repeat after you: "This is a dog." • Repeat the same presentation for cat. • Point to either the dog or cat and ask individual students: "What is this?" <p>Exercise 8.1B (page 147)</p> <ul style="list-style-type: none"> • Ask students to look at page 147. • Repeat the same presentation for hamster and bird. • Point to either the hamster or bird and ask individual students: "What is this?" <p>WRAP-UP</p> <ul style="list-style-type: none"> • Homework: Color pages 146–147 • Sing the good-bye song: <i>Skidamarink</i> 	<p>CLASS ACTIVITY Exercise 8.1A (page 146)</p> <ul style="list-style-type: none"> • Let's look at page 146. • These animals can live in our homes. They are called pets. Do you have pets at home? • We have some pets here. Let's point to the dog. • Repeat after me: This is a dog. • Where is the cat? Let's point to the cat. • Repeat after me: This is a cat. • (Go to individual students.) What is this? (S: This is a dog/cat.) <p>Exercise 8.1B (page 147)</p> <ul style="list-style-type: none"> • Now let's look at page 147. • Can you show me the hamster? • Good! Repeat after me: This is a hamster. • Where is the bird? Let's point to the bird. • Repeat after me: This is a bird. • (Go to individual students.) What is this? (S: This is a hamster/bird.) <p>WRAP-UP</p> <p>For homework, please color pages 146–147. Bring them to the next class.</p>	
<p>Páginas: 146–147 Fase: ESA (ENGRANE)</p> <p>Propósito Conocer los nombres de animales domésticos</p> <p>Competencia Lenguaje y comunicación</p> <p>Vocabulario dog, cat, hamster, bird</p> <p>Lenguaje Funcional This is a cat. Is this a dog? Yes. / No. Is this a cat? No, it's a bird. What is this? It's a hamster.</p> <p>Materiales Apoyos visuales # 85, 86, 87, 88</p> <p>Tarea Iluminar páginas 146–147.</p> <p>Notas / Evaluación</p>	<p>INICIO DE CLASE Rutina Diaria</p> <ul style="list-style-type: none"> • Good Morning (canción) • Ten Little Fingers (canción) • Days of the Week / What is the Date Today? (canción) • The Alphabet Song (canción) <p>LOLLISTEPS 1 2 3 4</p> <p>ACTIVIDAD DE CLASE Ejercicio 8.1A (pág. 146)</p> <ul style="list-style-type: none"> • Pida a los alumnos que abran su libro en la página 146. • Diga a sus alumnos que van a aprender acerca de animales que pueden vivir en nuestras casas domésticos, "pets." • Pida a sus alumnos que señalen el perro y que repitan después de Ud.: "This is a dog." • Pregunte individualmente el nombre de los animales domésticos "pets." <p>Ejercicio 8.1B (pág. 147)</p> <ul style="list-style-type: none"> • Pida a sus alumnos que observen la página 147. • Repita la misma presentación para "hamster" y "bird." • Pregunte a distintos alumnos los nombres de "pets." <p>CIERRE DE CLASE</p> <ul style="list-style-type: none"> • Tarea: Colorear las páginas 146–147. • Canto de despedida: <i>Skidamarink</i> 	<p>GUION DEL MAESTRO Ejercicio 8.1A (pág. 146)</p> <ul style="list-style-type: none"> • Let's look at page 146. • These animals can live in our homes. They are called pets. Do you have pets at home? • We have some pets here. Let's point to the dog. • Repeat after me: This is a dog. • Where is the cat? Let's point to the cat. • Repeat after me: This is a cat. • (Go to individual students.) What is this? (S: This is a dog/cat.) <p>Ejercicio 8.1B (pág. 147)</p> <ul style="list-style-type: none"> • Now let's look at page 147. • Can you show me the hamster? • Good! Repeat after me: This is a hamster. • Where is the bird? Let's point to the bird. • Repeat after me: This is a bird. • (Go to individual students.) What is this? (S: This is a hamster/bird.) <p>CIERRE DE CLASE</p> <ul style="list-style-type: none"> • For homework, please color pages 146–147. • Remember to bring your book to the next class. • Please stand up! • Let's sing <i>Skidamarink</i>! • Thank you! Sit down please! • Good-bye! See you next class! 	

Available in both English and Spanish



ASSESSING STUDENTS

Monthly Evaluation

Teachers can gather information about the students' learning process and performance in class easily.

Student's record for convenient filing

Lollipop 1
Unit 8

MONTHLY EVALUATION

STUDENT:	MONTH:
CLASS:	DATE:

Place the flashcards of pets and farm animals before the student and say.

I) IDENTIFYING PETS AND FARM ANIMALS	
1) Point to the dog.	
2) Show me the bird.	
3) Where is the sheep?	
4) Show me the donkey.	
5) Where is the hamster?	

Place the flashcards of farm and zoo animals before the student and say.

II) IDENTIFYING FARM AND ZOO ANIMALS	
1) What is this? (T: <i>Point to lion.</i>)	
2) What is this? (T: <i>Point to horse.</i>)	
3) Is this a tiger or a bear? (T: <i>Point to bear.</i>)	
4) Is this an elephant or a cow? (T: <i>Point to elephant.</i>)	
5) Is this a sheep or a donkey? (T: <i>Point to donkey.</i>)	

Place the flashcards of home, farm, zoo, and all the animals before the student and say.

III) ASSOCIATING ANIMALS WITH WHERE THEY LIVE	
1) Where does the hamster live?	
2) Where does the lion live?	
3) Where does the cow live?	
4) What animal lives in the farm?	
5) What animal lives in the zoo?	

OVERALL ASSESSMENT			
HIGHEST STAGE ACCOMPLISHED:	I)	Pre-production	<input type="checkbox"/>
	II)	Early Production	<input type="checkbox"/>
	III)	Speech Emergence	<input type="checkbox"/>
REMARKS:			

A continuous and consistent process after every unit

Specific tasks help teachers identify what students have learned and areas for improvement.



Track students' progress at the first three stages of the Natural Approach

CORRELATIONS TO PNIEB: SOCIAL PRACTICES OF LANGUAGE

Learning to Do

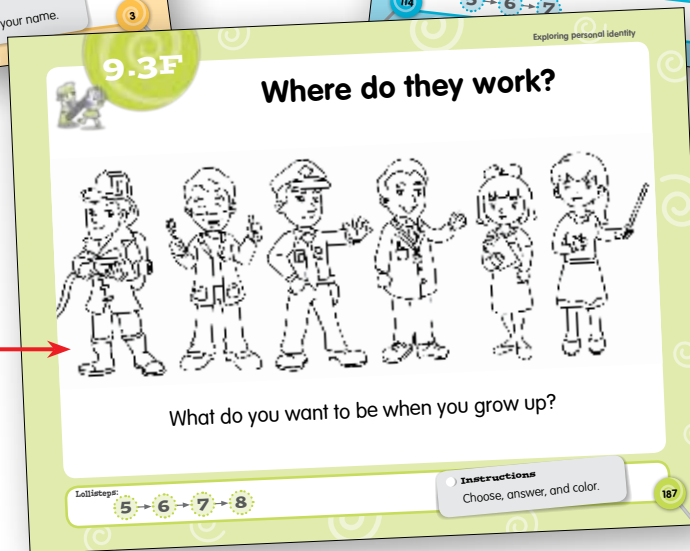
Provides opportunities for students to accomplish communicative objectives by participating in concrete interactive situations



Concrete interactive and communicative situations



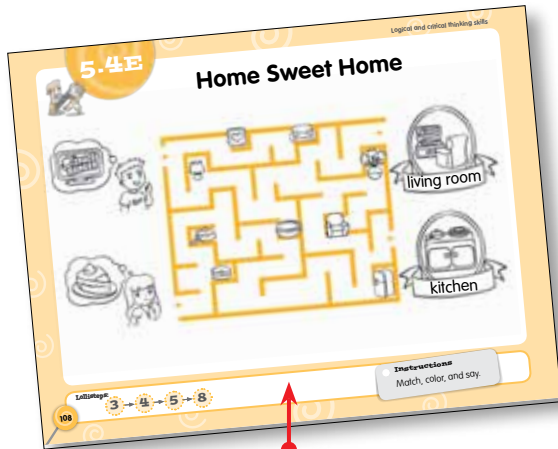
Guide students' approach to the unknown in a gradual process that ends with a product



Real communicative situations with different purposes and in different social spheres

Learning to Know

Challenges students to complete specific tasks, raises awareness about language processes, and helps them reflect on their knowledge



Reaching a goal



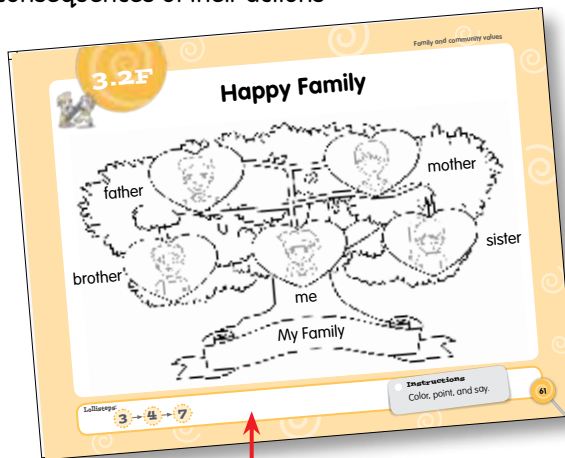
Solving a problem



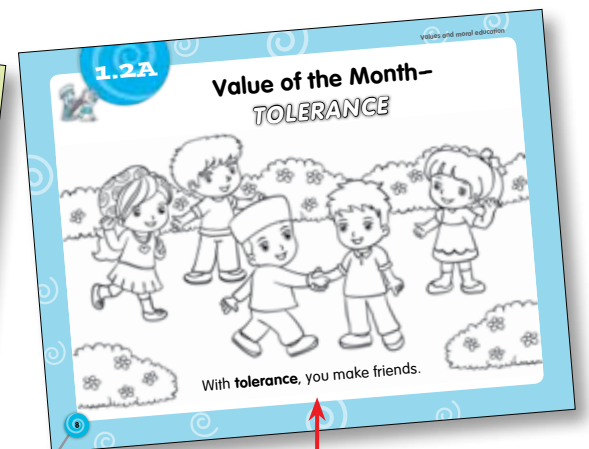
Creating a product

Learning to Be

Helps students learn to act with the language in different environments of the social life and value the consequences of their actions



Fostering a harmonious, effective, tolerant and inclusive atmosphere of communication



Teaching good citizenship and moral values

CORRELATIONS TO PNIEB: SOCIAL LEARNING ENVIRONMENTS

Familiar and Community Learning Environment

Boosts students' confidence in their capacity to learn through everyday contexts



Literary and Ludic Learning Environment

Activates students' knowledge and experiences while broadening their socio-cultural horizons through playful and well-loved classic rhymes and songs



Formation and Academic Learning Environment

Enables students to apply English effectively through content-based learning



MAKE YOUR OWN PUPPETS!

1. Cut.



2. Fold.



3. Glue.



4. Finish!



back



fold



front





Lollipop 1-3

English for Preschool

Lollipop is an innovative and engaging three-level English series for preschoolers. This complete program is based on sound pedagogical methodologies: the Natural Approach, Total Physical Response (TPR), and the Engage-Study-Activate (ESA) model. **Lollipop** is carefully designed to help teachers ensure an effective and steady acquisition of vocabulary and language structures in their classrooms.

Features

- A complete program with **Lollisteps** (structured daily routines that reinforce learning)
- Lesson structures based on the Engage-Study-Activate (ESA) model
- Age-appropriate skills development such as logical thinking skills and creative thinking skills
- Attractive illustrations and color cutouts that engage the students and offer opportunities for developing penmanship and fine motor skills

Components

- Student Book
- Teacher's Guide (available online in both English and Spanish)
- Online Flashcards and other resources

About the Author

Patricia Avila is a teacher of students and a trainer of teachers. She has also been a coordinator and head of the English department for various schools. After forty years of teaching experience, Patricia Avila has now used her knowledge and passion to create **Lollipop** – a series that will make teaching and learning English a comfortable, confident, and sweet experience.

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Empowering Minds
Improving Lives

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