

Teacher's Notes



nickelodeon...
**TEENAGE MUTANT NINJA
TURTLES™**

DONNIE'S ROBOT

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Based on characters created by Peter Laird and Kevin Eastman.

Welcome to the Popcorn ELT Readers series, a graded readers series for low-level learners of English. These free teacher's notes will help you and your classes get the most from your Teenage Mutant Ninja Turtles: Donnie's Robot Popcorn ELT Reader.

Level 3

Popcorn ELT Readers level 3 is for students who are reading confidently in English, based on a 300 headword list. Basic knowledge of the simple past tense is built upon at this level.

Teenage Mutant Ninja Turtles: Donnie's Robot has a total story wordcount of 1051 words.

Teenage Mutant Ninja Turtles: Donnie's Robot – synopsis

The story opens in New York City with the Turtles – Leo, Donnie, Mikey and Raph – fighting their alien robot enemy, the Kraang. Donnie is embarrassed when his traditional ninja weapon, the bo staff, breaks during the fight.

Donnie takes an alien robot machine apart to find out how it works. He uses the technology to make his own robot. The robot has a remote control, so Donnie can fight the Kraang from the safety of the Turtles' underground lair.

The Turtles' friend, April, has overheard the Kraang. They are planning to poison the water supply of New York with dangerous mutagen. Mutagen can change people and animals into mutants.

Leo, Mikey and Raph surprise the Kraang in a warehouse. But they are soon in trouble, and Donnie sends his robot to save them. Operating his robot by remote control, Donnie beats the Kraang easily. But suddenly the remote control stops working. Donnie now joins the fight in person and with the help of his bo staff, he manages to save his brothers. Now Donnie has realised that bravery and skill are more important to a ninja than his weapon.

For ideas on watching extracts from the DVD in class, see pages 3, 5, 6 and 12 of these notes.

Teenage Mutant Ninja Turtles – TV series

First released: 2012

Genre: animated comedy

Suitable for: children with parental guidance

TV series: The reader *Donnie's Robot* is based on *Metalhead* – an episode in the CGI-animated TV series, produced by Nickelodeon in 2012.

Why not try the other Teenage Mutant Ninja Turtles Popcorn ELT Readers?

- *Meet the Turtles* (Starter level)
- *Rise of the Turtles* (level 1)
- *Kraang Attack* (level 2)



Popcorn ELT Readers

Teacher's Notes

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Just choose the pages that you need and print!

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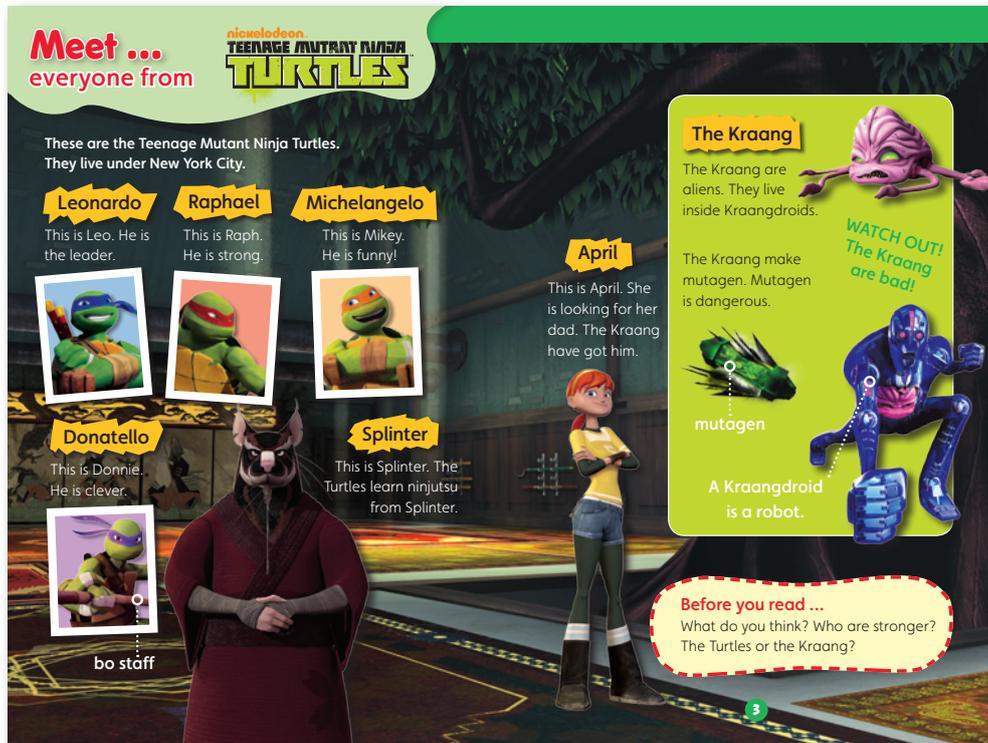




Meet ... everyone from *Teenage Mutant Ninja Turtles*

The 'Meet ...' page introduces students to the main characters in the story.

This page is recorded on the CD.



1 Before looking at the book, ask students *Do you know the Teenage Mutant Ninja Turtles?* If anyone knows the characters, talk briefly in L1 about what they know about them.

2 Look together at the front cover of the book. Point to the Turtles. Ask *Who are they?* Ask students to read the title: *Donnie's robot*. Ask *Can you point to the robot?* If anyone in the class is already familiar with the Turtles, ask them to point to Donnie. Ask if anyone knows the name of the pink alien on the robot's head. (The Kraang.) Ask students *What do you think? Are the Kraang good or bad?*

OR

Play the scene from *Metalhead* where Donnie first introduces his robot to the Turtles. Ask students to describe the robot. Ask *Are there any problems with the robot? (It's noisy. It walks slowly.)* Ask students to predict what will happen if Donnie fights the Kraang with his robot.

3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who is clever? Who is a robot? Who lives inside the robot?*

4 Pre-teach *bo staff* and *leader*.

5 Read the page out loud to the class or play the CD.

6 Students close their books. Play a game of *Who Am I?* For example, say *I have an orange eye mask*. Students say *You're Mikey*. Continue with information about the other characters. With stronger classes, ask students to take over your role.

7 Read the 'Before you read' question with your class. Discuss this in L1 with your students. Both the Turtles and the Kraang are strong, but the Turtles are fighting for good while the Kraang's motives are evil.



New Words

This page is recorded on the CD.

The words on this page are available as flashcards (see pages 13–18 of these notes).

The 'New Words' page presents up to ten new words that are included in the story, but are not on the headword list. There is usually a piece of conversational language at the end.

New Words

What do these new words mean? Ask your teacher or use your dictionary.

<p>city</p>  <p>It's a big city.</p>	<p>hit</p>  <p>Hit it!</p>	<p>remote control</p>  <p>This is a remote control.</p>	<p>warehouse</p>  <p>What's in this warehouse?</p>								
<p>awesome</p>  <p>This is awesome!</p>	<p>fight</p>  <p>The boys are fighting. They're having a fight.</p>	<p>pillar</p>  <p>The room has six pillars.</p>	<p>'Watch out!'</p>  <p>Watch out!</p>								
<p>brave</p>  <p>She's brave!</p>	<p>fire</p>  <p>The alien fired at the people.</p>	<p>push</p>  <p>She's pushing her brother.</p>	<p style="color: red;">Verbs</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Present</th> <th>Past</th> </tr> <tr> <td>fall</td> <td>fell</td> </tr> <tr> <td>hear</td> <td>heard</td> </tr> <tr> <td>win</td> <td>won</td> </tr> </table>	Present	Past	fall	fell	hear	heard	win	won
Present	Past										
fall	fell										
hear	heard										
win	won										

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?*
- 2 Play the recording of the words and sentences on the CD. Elicit the meaning of each word in L1 or translate for the class.
- 3 The conversational language on this page is *Watch out!* This is another way to say *Be careful!* Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *fall*, *hear* and *win* occur in the story, in addition to the past forms on the syllabus. Say the new past forms several times and students repeat. Elicit simple example sentences, e.g. *She won the game.*
- 5 Do some vocabulary activities to practise the new words (see suggestions opposite).

Vocabulary Activities

- Play bingo. Students write down five of the new words on a piece of paper. You then show the picture flashcards in random order and say the words. When students hear or see a word that they have written down, they cross it out. The first student to cross out all his/her words and shout *Bingo!* is the winner.
- Put the class into two teams. One student from each team stands in front of you. Take a flashcard and hide it behind a book. Show a part of the picture. Gradually reveal the picture until one of the students guesses what it is. The first student to say the word wins a point for their team. Continue with other flashcards until every student has had a turn.



Using the story with your class

 The story is recorded on the CD.

The story can be read in a number of ways, depending on the size, age and language level of your students and the teaching time available. The following are some suggestions for ways of reading the story. You may want to combine several of these.

Teacher-led reading

This can work well with younger students. Read the story out loud to your class, or use the CD. If possible, allow your class to sit close together on a mat when you read the story to them. Remember to give the students plenty of time to process what they are hearing. As you read, emphasise the words which carry most meaning, and pause at the end of each sentence.

Children often like to hear the same stories again and again, and repetition supports language learning. Reading the same story several times can be very useful.

Autonomous reading

It is important that students learn to read autonomously. Decide on a period of time each week when students can practise silent reading in class – or perhaps ten minutes at the start or end of every lesson. This will encourage the habit of reading and will motivate students to continue reading in their own time. Younger students can take their readers home and read a page or chapter to their family. This will give them a strong sense of ownership of the story.

Group or pair reading

Students take turns in reading a sentence, paragraph or page of the story to each other in small groups or pairs. Encourage them to help each other with pronunciation of new words. This can be a useful reinforcement task once students are familiar with the story.

Before reading a section of the story you could:

- Warm up with a vocabulary activity (see page 4).
- Discuss what has happened in the story so far.
- Show students a picture from the next part of the story and ask them to guess in L1 what is happening.
- Copy several pictures from the next part of the story. Give a set of the pictures to small groups of students. They guess the order in which the pictures will appear.
-  Play students a short section of the episode, showing an event that they are going to read about or a character that they are going to meet. For example, play the scene where Donnie's robot jumps into the warehouse to save the Turtles. Then ask, e.g. *What is Donnie doing? What comes next in the story?*

Tip Set up a class library of graded English readers and give students the opportunity to choose their own stories from time to time. This will encourage them to be more involved in their own reading.



After reading a section of the story you could:

- Point to a character in a picture and ask questions, e.g. *Who is this? What is he like? What did he do?*
- Give students one of the chapter quizzes on pages 7 and 8 of these notes.
- Ask students to write quiz questions about events in the story. Give them some examples, e.g. (Chapter 3) *What did April see on her computer? Where was the robot? Why did April go to the warehouse? What did she find out?* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play the episode extract that corresponds with the section of the story that students have just read. For example, play the scene when Donnie finally stops the robot. A lot happens in this scene! After watching, ask students to tell you how much they remember. Make a list on the board, then show the extract again to see how well they did.

After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of words from a particular category used in the story, e.g. action verbs. Students think of mimes for each verb. Students take turns to come to the front of the class and mime a verb. Can their classmates guess the verbs?

- Ask students to write speech or thought bubbles for the characters in the story pictures.
- Ask students to write a short review of the reader. Write on the board:
I thought the story of Donnie's Robot was ...
I liked/didn't like reading about ...
My favourite character was ... because ...
-  Play one or two lines from the story on CD. Put students in small groups. Ask students to listen carefully with their books closed. When they have finished reading, ask them to find the corresponding page of the story in their books. The first student in each group to find the page wins a point. With stronger groups, the winner could take a turn at reading one or two lines out loud.
- Ask students to describe the ending of the story. Ask *Do you like the ending?* Discuss with the whole class. Then in small groups, students think of an alternative ending to the story. They either write, draw or roleplay the final scene.



Using film extracts in class

- Use short extracts (two to three minutes maximum).
- Give students something to do or think about as they watch.
- Ask them questions about the extract they have just seen.
- Allow them time to talk about what they have just seen.



Chapter Quizzes (Answer key, page 11)

Chapter 1

Put the sentences in order.

- a The Kraangdroid fell down.
- b Raph ran at the Kraangdroid.
- c Donnie hit the Kraangdroid.
- d The Turtles went home with the Kraangdroid.
- e Donnie had an idea.
- f The Kraang alien ran away.

Chapter 2

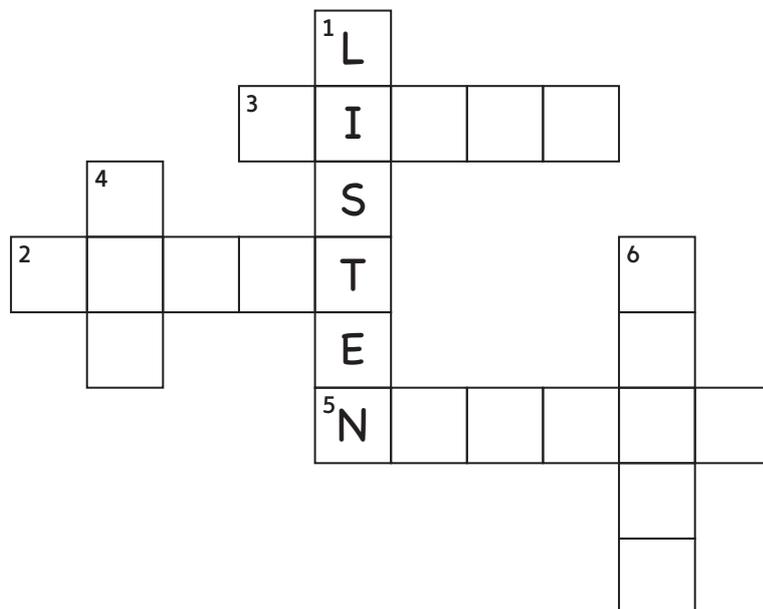
What does Splinter say to Donnie? Use the words to complete the crossword.

'(1) L i s t e n to me, Donatello.

A new (2) _ _ _ _ _ can't win a (3) _ _ _ _ _ .

Only (4) _ _ _ can win a fight.

(5) _ _ _ _ _ must be (6) _ _ _ _ _ !





Chapter Quizzes (Answer key, page 11)

Chapter 3

Correct the sentences by using the opposite adjective.

cold dark great new quiet small

- 1 Donnie's robot is very ^{small} big.
 - 2 Ninjas go out when it's light.
 - 3 Ninjas are noisy.
 - 4 Ninjas like old ideas.
 - 5 It's hot outside.
 - 6 Donnie is having a terrible time.
-

Chapter 4

Write ✓ or X.

- 1 April waited outside the warehouse with Mikey.
 - 2 Donnie's robot jumped into the warehouse.
 - 3 The Kraangdroid fired at Donnie's robot and it fell.
 - 4 Donnie hated fighting with his robot.
 - 5 There was a problem with Donnie's remote control.
 - 6 Raph jumped onto the robot's head.
 - 7 The robot was behind the Turtles.
 - 8 The pillar hit the robot.
-



Real World

This page is recorded on the CD.

The **Real World** page provides students with cross-curricular or cross-cultural information linked to the content of the reader.

Real World

OUR ROBOT FRIENDS

snacks There are many robots in the world today. They are all very different, but they all help people.

Meet Snackbot. Snackbot works at Carnegie Mellon University in Pittsburgh in the USA. When students at the university are hungry, Snackbot brings them a snack!

These are the Actroid-F brother and sister robots from Japan. They have cameras in their eyes. They can watch people and talk to them.

E.M.I.L.Y. does not look like a friend, but this robot helps people all the time. E.M.I.L.Y. works in Los Angeles in the USA. She rescues people from the sea. She swims faster than a person and can go out in strong winds.

What do these words mean? Find out.
camera life rescue swim

1.5 metres tall

solar panels

You have to go to Mars if you want to meet the robot Opportunity. Was there water or life on Mars? The robot Opportunity is finding out.

Which robot would you like to meet?

26

27

- Students keep their books closed. Ask students *What can robots do?* In L1, students tell you some things that robots are able to do, e.g. answer simple questions, pick up things, build cars. Choose a few of these ideas to write on the board *in English*.
- Tell students to open their books at page 26. Students read and listen to the CD, and find out which of the skills on the board are mentioned in the article and what new skills are mentioned.
- With the whole class, compare your list on the board with the article. Add any new skills from the article to the list on the board, e.g. bring snacks, watch people, talk to people, find out about Mars, rescue people, swim.
- Discuss the question in the red circle with the class. Have a class vote to see which robot is the most popular.
- Look at the word box. Ask students if they know what these words mean. You might like students to use a dictionary to check meaning.
- Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Put students into pairs or small groups. Encourage them to think of something they would like a robot to do and invent a robot that can do this. Explain that the robot is for sale. The students complete the advert about their robot, including a price and imaginary contact details. Students draw or stick a picture of their robot in the space provided.
- Display the projects around the classroom for other students to read. Students decide which robot they would like to buy.



Real World: Project

Cross-curricular
content area:
Science

For sale: My Robot

MEET

It can and

It has got

Buy TODAY for ! Contact:



Answer Key

After you read (page 28)

- 1 a pink b green c purple d pink
2 a H b W c W d H e H f W



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 21)

Multiple intelligence activities (pages 29–32)

The activities on pages 29–32 are designed to cater for students' multiple intelligences and learning styles.

Puzzle time! (pages 29–30)

1 Linguistic intelligence

- 1 clever 4 stay
2 dark 5 quiet
3 brave

2 Logical intelligence



- a The pink Kraang (picture 4) is the odd one out. The others are robots.
b April is the odd one out. The others are mutants.
c The orange eye mask is the odd one out it is Mikey's. The other things are Donnie's.
d Raph is the odd one out. Raph has green eyes. The others have blue eyes.

3 Linguistic intelligence

- 1 hear 3 stop 5 win
2 hit 4 push 6 fight

4a and 4b Inter-personal intelligence

Students' own answers.

Chapter Quiz Answer Key (Teacher's notes, pages 7 and 8)

Chapter 1

- a 3 c 1 e 5
b 2 d 6 f 4

Chapter 2

- 1 Listen 4 you
2 robot 5 Ninjas
3 fight 6 brave

Chapter 3

- 1 big small 4 old new
2 light dark 5 hot cold
3 noisy quiet 6 terrible great

Chapter 4

- 1 X (April waited outside the warehouse with Donnie's robot.)
2 ✓
3 X (The Kraangdroid fired at Donnie's robot but it didn't fall.)
4 X (Donnie loved fighting with his robot.)
5 ✓
6 X (A Kraang jumped onto the robot's head.)
7 X (The robot was in front of the Turtles.)
8 ✓



Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in pairs. In pairs students look at the pictures of April and retell her story at the warehouse. Set students a time limit for this task.
- 2  You could play the scene from the *Metalhead* episode to remind students of what happens. Play from when April overhears the Kraang, to when the Kraang discovers that April has run away. Make sure you stop the DVD at this point as students are going to invent the rest of her story themselves.
- 3 Stop the students and discuss the question in activity 2: *What do you think? How does April run away from the Kraangdroids?* In their pairs, students think of an ending to April's story.
- 4 Students practise telling April's story and their new ending in their pairs. Then ask them to swap pairs and tell their story to a new partner.
- 5 The class votes for the best ending to the story.
- 6  If you have time, you could play students the ending of this scene from the *Metalhead* episode. Which version do students prefer – the original or their own?

Chant

Musical intelligence

-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 - 2  Divide the class into three groups. Ask group A to say the first two lines of verse 1, group B to say the first two lines of verse 2, and group C to say the first two lines of verse 3. Everyone says the last two lines of each verse: *What's that? It's Donnie's robot.*
 - 3 Play the CD or say the chant yourself. Students say the chant at the same time. Encourage students to sound afraid at the end of the third verse when they realise that Donnie's robot has become a Kraang robot. Students shout the final line: *WATCH OUT!*
 - 4 Practise several times, then swap groups.
 - 5 Students perform their chant to another class.



Flashcards



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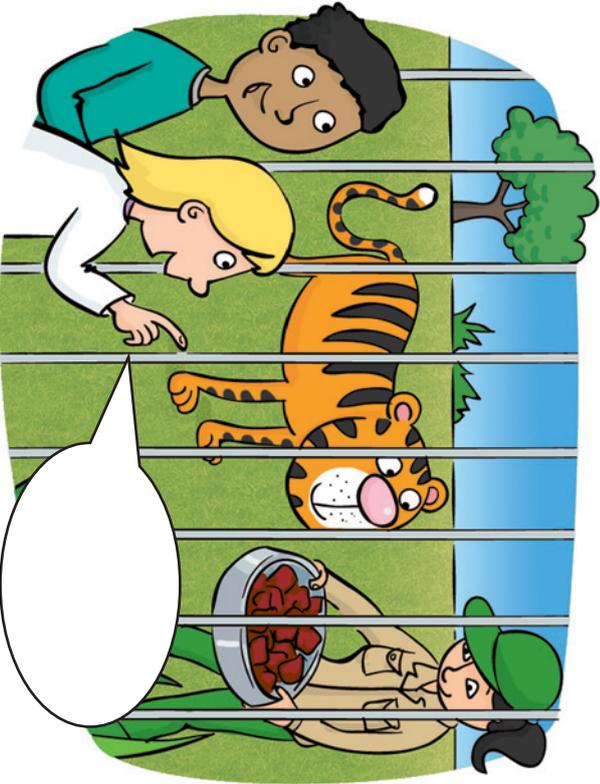


fold

awesome

This is awesome!

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fold

brave

'She's brave!



Flashcards



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fold

city

It's a big **city**.

fold

fight

The boys are **fighting**.
They're having a **fight**.

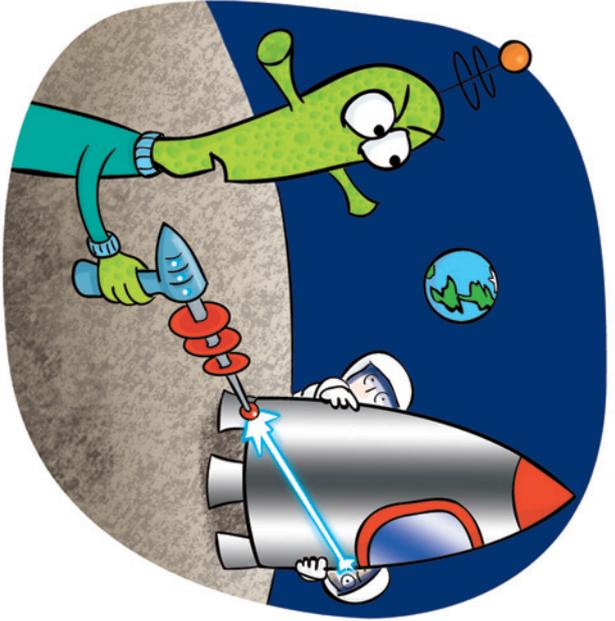


Flashcards



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fold

fold

hit
'Hit it!'

fire
The alien **-fired** at
the people.

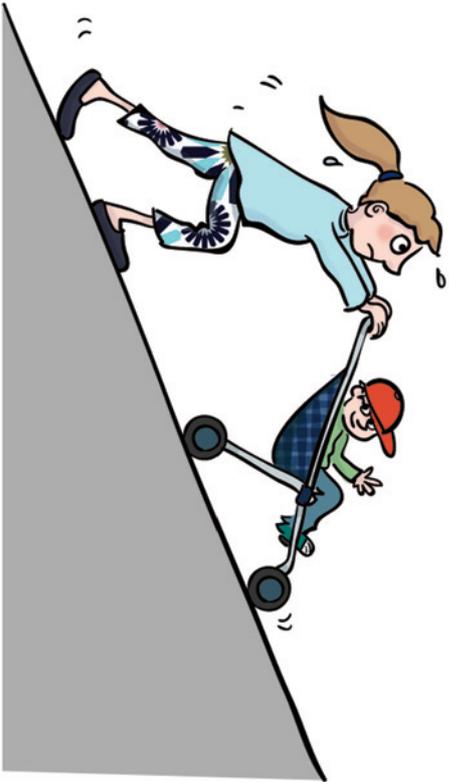


Flashcards



pillar

The room has six
pillars.



push

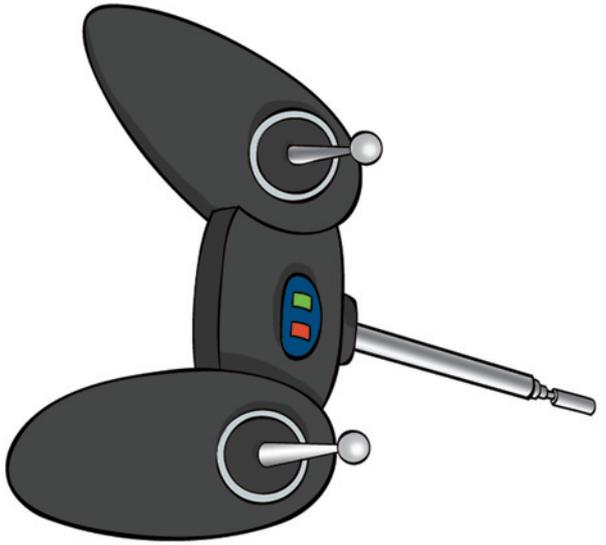
She's **pushing** her
brother.



Flashcards



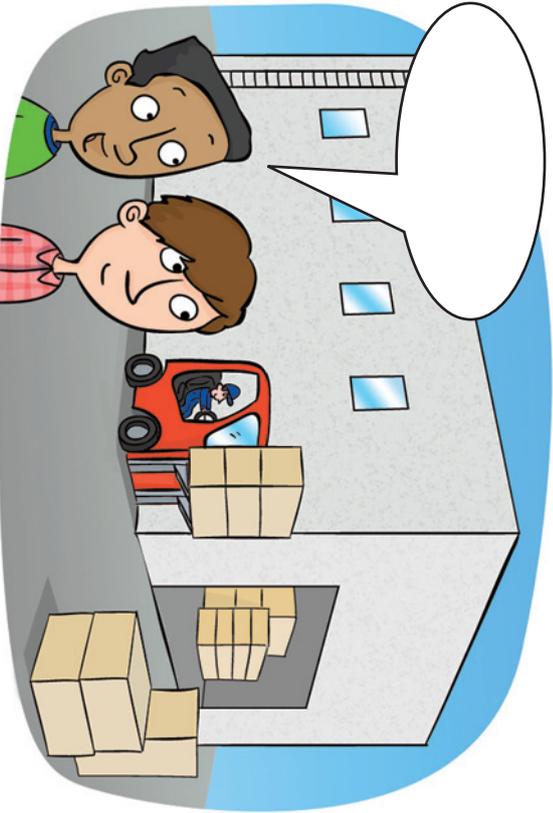
© Scholastic Ltd



remote control
This is a **remote control**.

fold

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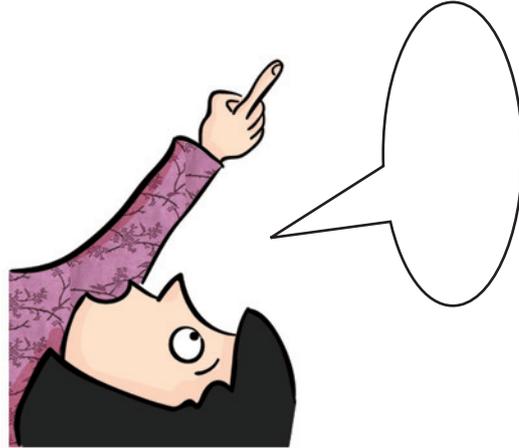
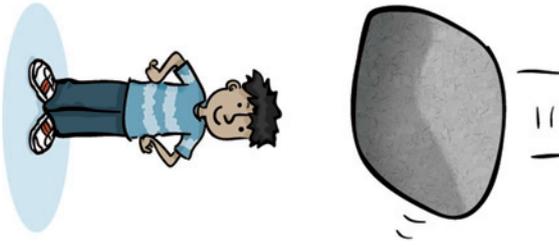
warehouse
'What's in this **warehouse**.'

fold



Flashcards

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fold

'Watch out!'

