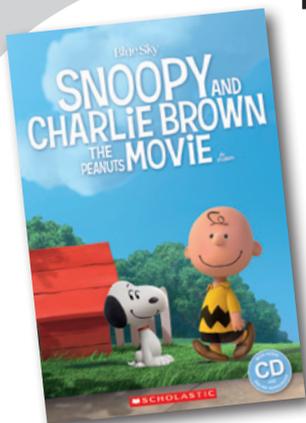


# Popcorn ELT Readers

## Teacher's Notes



Blue Sky  
STUDIO

# SNOOPY AND CHARLIE BROWN

THE PEANUTS MOVIE by SCHULZ

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*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 Peanuts Popcorn ELT Reader.*

### Level 1

Popcorn ELT Readers level 1 is for students who are beginning to read in English, based on a 200 headword list. There are no past tenses at this level.

*Snoopy and Charlie Brown: The Peanuts Movie* has a total story wordcount of 556 words.

### ***Snoopy and Charlie Brown: The Peanuts Movie – synopsis***

Things don't always go well for Charlie Brown. But Charlie Brown never gives up.

When the red-haired girl starts at Charlie Brown's school, Charlie Brown falls in love. But will the red-haired girl look at Charlie Brown? Snoopy suggests that Charlie Brown take her some flowers, but Charlie Brown is too shy to talk to her.

When Charlie Brown hears that she wants to be in the school talent show, he practises his magic tricks and prepares to perform too. But at the show he helps his sister, Sally, who wants to be a cowgirl. Everyone laughs at Charlie Brown when he plays the cow. When Charlie Brown hears the red-haired girl is good at dancing, he practises his dance steps ready for the school dance. But at the dance Charlie Brown kicks the fire sprinkler and the dance is called off.

Finally Charlie Brown has some good news. Charlie Brown got 100% in the school test and he is everyone's hero ... but only until he discovers that he wrote his name on the wrong test paper.

But the red-haired girl has been watching Charlie Brown. She is impressed by his kindness and his determination and she asks if they can be friends. Being Charlie Brown is OK after all!

*For ideas on watching extracts from the DVD in class, see pages 3, 6 and 11 of these notes.*

### ***How to Train Your Dragon – the film***

**Released:** 2015

**Genre:** animated comedy

**Suitable for:** all children

**Other Peanuts films:** This is the first *Peanuts* movie. *Peanuts* was a daily comic strip written by American cartoonist Charles M. Schulz from 1950 to 2000. There were also a number of television specials.

### ***Why not try the other Peanuts Popcorn ELT Readers?***

- *Peanuts: Snoopy and Friends* (level 2)
- *Peanuts: The Ice-Skating Competition* (level 3)



# Popcorn ELT Readers

# Teacher's Notes

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# Meet ... everyone from *The Peanuts Movie*

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 Snoopy and/or Charlie Brown?* If anyone knows the characters, they explain briefly in L1 what they know about them.
- 2 Look together at the front cover of the book. Ask students to point at the pictures to answer your questions: *Who is Charlie Brown? Who is Snoopy? Who is a dog? Who is a boy? What colour is Snoopy? What colour is Charlie Brown's t-shirt?*

**OR**



In L1, tell students they're going to see part of a film about a boy called Charlie Brown. Tell them to think about the answers to these questions as they watch: *Is it summer or winter? What colour is Charlie Brown's kite?* Show the scene at the start of the film, when we see Charlie Brown going outside with his kite and the children ice skating. Afterwards, discuss the answers to your questions.

- 3 Look at the 'Meet ...' page with your class and ask students to point to the clothes of the characters in the pictures. Say *Point to something green/red/blue/yellow/pink/black/white.*
- 4 Ask students to look at the pictures of the talent show and the school dance. In L1, students tell you what these events are.
- 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 am Charlie Brown's friend and I have a red t-shirt.* Students say *You're Linus.* 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. Ask any students who haven't seen the film to predict the answer. Don't give the answer at this stage as students will read the story to find out.



# New Words



This page is recorded on the CD.



The words on this page are available as flashcards, see pages 12–17 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			
<p>What do these new words mean? Ask your teacher or use your dictionary.</p>	<p><b>cow / cowgirl</b></p> <p>The <b>cowgirl</b> has a lot of <b>cows</b>.</p>	<p><b>kick</b></p> <p>She is <b>kicking</b> the ball.</p>	<p><b>talent show</b></p> <p>It is a <b>talent show</b>.</p>
<p><b>baseball</b></p> <p>He loves <b>baseball</b>.</p>	<p><b>fire sprinkler</b></p> <p>This is a <b>fire sprinkler</b>.</p>	<p><b>magic trick</b></p> <p>Wow! It's a <b>magic trick</b>.</p>	<p><b>test</b></p> <p>They are doing a <b>test</b> at school today.</p>
<p><b>cheer</b></p> <p>The boys and girls are <b>cheering</b>.</p>	<p><b>help</b></p> <p>He is <b>helping</b> his mum.</p>	<p><b>pretty</b></p> <p>She is <b>pretty</b>.</p>	<p><b>'Never give up!'</b></p> <p>Never give up!</p>

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?* They should remember *talent show* from the 'Meet ...' page.
- 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. You could point out that *kick* /kɪk/ and (magic) *trick* /trɪk/ rhyme, but that *cow* /kaʊ/ and (talent) *show* /ʃəʊ/ do not.
- 3 The conversational language on this page is *Never give up!* We use this when we want to tell someone to keep trying. Say it several times and ask students to repeat.
- 4 Do some vocabulary activities to practise the new words (see suggestions opposite).

## Vocabulary Activities

- Put the class into two teams. Two students, one from each team, stand in front of you. Hold up a picture flashcard. The first student to say the word wins a point for their team. Continue with other students and other flashcards.
- Place the flashcards face down on the table. Mix them up. Ask a student to write one of the new words on a piece of paper. Now ask another student to come and turn over one of the flashcards. If the flashcard matches the word, the student keeps the flashcard. If the flashcard doesn't match, students take it in turns to turn over flashcards. Continue until you have a match. Now play the game again with the remaining flashcards.



# 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 of your class, the age and language level of your students and the teaching time available. The following are some suggestions for ways of reading the book. 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.

**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? Is he good or bad? What does he do?*
- Give students one of the chapter quizzes on page 7 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *He's black and white. Who is he? (Snoopy.) He doesn't like tests. Who is her? (Charlie Brown.)* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Give students the section of the story with some key words blanked out. Students see if they can remember the words. They check their answers as they listen to the same section of the story on the CD. Alternatively, give students the story with some incorrect words. Students listen and correct the mistakes.
-  Play the film extract that corresponds with the section of the story that students have just read. For example, play the scene in which Charlie Brown knocks on the little red-haired girl's door and then hides. 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.



### 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.

## After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to write speech or thought bubbles for some of the pictures in the readers, e.g. the pictures of Charlie Brown finding out about this test result on pages 20 and 21.
-  Divide the class into groups and give each group the name of a character from the story. You might want to create a mime for each character. Play the CD or read a section of the story aloud. Each time students hear their character's name, they stand up and sit down again, or do the mime.
- Ask students to make a poster about one of the characters in the story. They draw a picture and write some information, e.g. what the character looks like, where he/she lives, what he/she likes and dislikes, what he/she does in the story. Display the posters in the classroom.
- Ask students to write a short review of the reader. Write on the board:  
*I think the story of Snoopy and Charlie Brown: The Peanuts Movie is ...*  
*My favourite character is ... because ...*  
Ask students how they might complete these sentences and write their ideas on the board. They use this as a framework for writing their review. They could also give the story a score out of ten, depending on how much they enjoyed it. You might want students to have a readers folder where they keep reviews for all the readers they have read.
-  Choose a short section of the film for the students to watch. Put the students in pairs and give each pair a list of five or six colours. Children look for things or characters of those colours as they watch. They write the word next to the colour on their list. Compare in pairs and as a class. How many different things have they found for each colour?



# Chapter Quizzes (Answer key, page 11)

## Chapter 1

Write ✓ or X.

- 1 Charlie Brown has a blue kite.
  - 2 The little red-haired girl is an old friend.
  - 3 The little red-haired girl is pretty.
  - 4 Peppermint Patty likes writing.
  - 5 Charlie Brown likes tests.
- 

## Chapter 2

Put the sentences in the correct order.

- a Charlie Brown helps Sally.
  - b Charlie Brown goes to the little red-haired girl's house.
  - c Charlie Brown kicks the fire sprinkler.
  - d Charlie Brown does magic tricks all day and all night.
  - e Charlie Brown dances all day and all night.
- 

## Chapter 3

Write the correct words.

dance funny help never ~~speaks~~ want

The little red-haired girl **1** ..... speaks ..... to Charlie Brown. She says, 'You can  
**2** ..... and you are **3** ..... You **4** ..... your  
sister. And you **5** ..... give up! I **6** ..... to be your friend!'



# 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

### Minnesota - Charlie Brown's home!

Charlie Brown and his friends are from Minnesota. Come and see Charlie Brown's home!

**Where is Minnesota?**  
Minnesota is on the Mississippi river in the USA. The Mississippi is a very long river. It starts in Minnesota.



The Mississippi river

**Winter in Minnesota**  
Winter in Minnesota is very cold. Sometimes it is -11°C. There are a lot of lakes in Minnesota. In the winter there is ice on the lakes.

Charlie Brown loves his kite. Children in Minnesota love kites too.

26

### Summer in Minnesota



This is the Target Field stadium. 39,000 people can see a baseball game there.

Peppermint Patty loves baseball. Children in Minnesota love baseball too. In the summer you can play baseball or you can see a game.

★  
What do you like doing in the winter or in the summer?  
★

What do these words mean? Find out.  
winter lake ice  
summer people

27

- 1 With books closed, tell students in L1 that the Snoopy and Charlie Brown cartoons are set in the state of Minnesota in the USA. Show students a map of the USA and point to Minnesota on it.
- 2 Write these four sentences on the board. *The Mississippi is a river in the USA. Winters in Minnesota are not very cold. Children in Minnesota love kites. Children in Minnesota don't play baseball.* In pairs students predict which sentences are true and which are false.
- 3 Tell students to open their books at page 26. Students read and listen to the CD, and see if their predictions were correct.
 

**Answers**  
True. The Mississippi is a river in the USA.  
False. Winters in Minnesota are very cold (-11°).  
True. Children in Minnesota love kites. (Charlie Brown loves his kite too.)  
False. Children in Minnesota play baseball. (Peppermint Patty loves baseball.)
- 4 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.
- 5 Give each student a copy of the 'Project' worksheet (see page 9 of these notes). Encourage them to think of interesting information about the region they live in. They might like to research some further information, either at home or in the school library, using books or the Internet. They need to write about where their region is, what it is like in the winter and summer and what people do at those times of year. They then complete the text boxes and draw or stick in pictures in the space provided. They complete the headings with the name of their area.
- 6 Display the projects around the classroom for other students to read. After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.



# Real World: Project

Cross-curricular  
content area:  
Geography

## My home

Where is .....

.....  
.....  
.....

Winter in .....

Winter is .....

.....

Children love .....

.....

Summer in .....

Summer is .....

.....

Children love .....

.....



# Answer Key

## After you read (page 28)

1 a v b iii c vi d ii e iv f i

2 a Yes, she is. b No, she isn't. c Yes, she is. d No, she isn't. e Yes, she is.



### Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.  
Can they find it? (Answer: page 31)

## 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



- |            |               |
|------------|---------------|
| a helping  | d magic trick |
| b thinking | e dancing     |
| c standing | f test        |

2

#### Intrapersonal intelligence



Students' own answers.

3

#### Logical intelligence



- a 3  
b 12  
c 4  
d i) o, o ii) u iii) e, e, i, a

4

#### Spatial intelligence



Students' own answers.

## Chapter Quiz Answer Key (Teacher's notes, page 7)

### Chapter 1

- 1 X (He has a yellow kite and a red kite.)  
2 X (The little red-haired girl is new.)  
3 ✓  
4 X (The little red-haired girl likes writing.)  
5 X (Charlie Brown doesn't like tests.)

### Chapter 2

- a 3  
b 1  
c 5  
d 2  
e 4

### Chapter 3

- 1 speaks  
2 dance  
3 funny  
4 help  
5 never  
6 want



## Imagine ...

### Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in groups of three. Students act out both dialogues (A and B).
- 2  If you have time before doing this activity, play the scenes from the film to show the voices and movements of the different characters.
- 3 Ask students to practise their dialogues.
- 4 Now students imagine a new boy or girl is at their school. They write a dialogue including a part for each of them. Then they practise acting out their dialogues.
- 5 When students have practised their dialogues, clear a space in front of the class and ask groups to act out their scenes in turn.
- 6 The class votes for the pair who had the funniest dialogue and the pair who had the most believable dialogue.

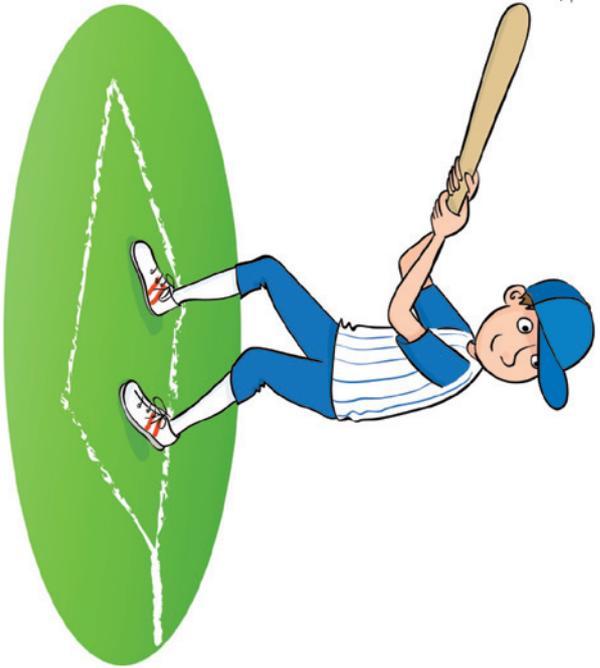
## Chant

### 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  Play the CD or say the chant yourself. Students say it at the same time. Practise several times.
  - 3 As a class, students invent some actions to go with the chant. Students now do the actions as they say the chant.
  - 4 Invite individual students to come to the front of the class and see who can say the chant fastest. Remember the words and actions have to be clear!

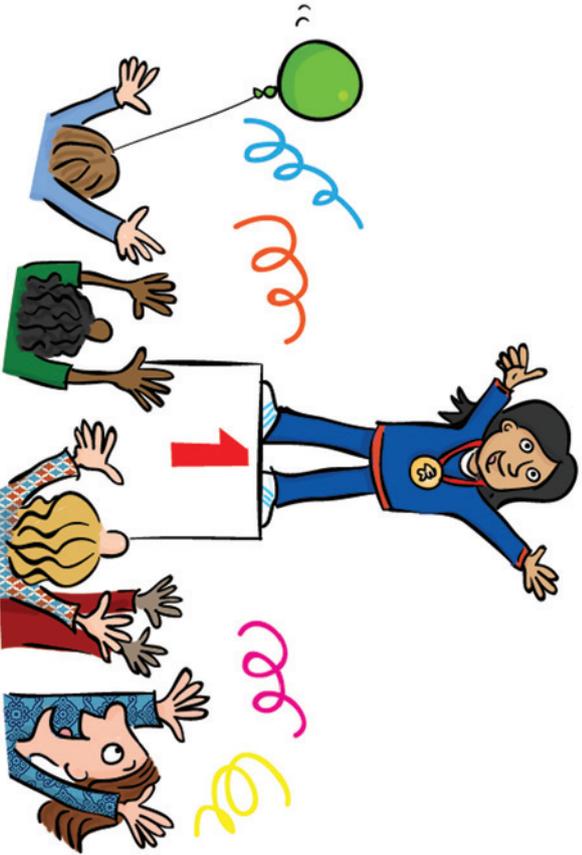


# Flashcards



**baseball**

He loves **baseball**.



**cheer**

The boys and girls  
are **cheering**.



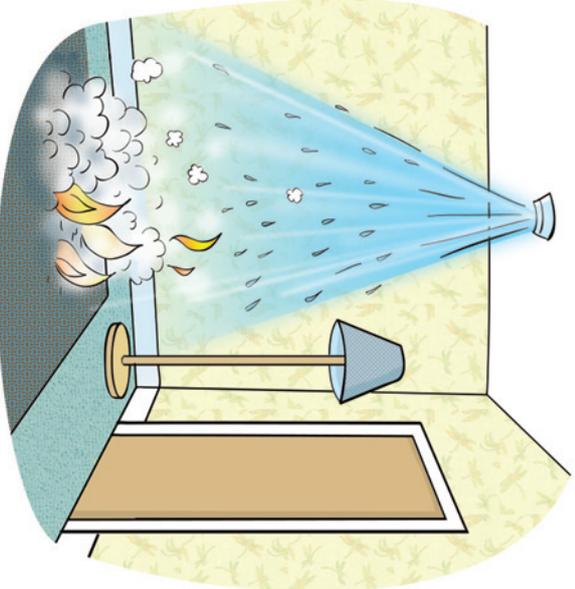
# Flashcards



© Scholastic Ltd

**cow / cowgirl**

The **cowgirl** has a  
lot of **cows**.



© Scholastic Ltd

**fire sprinkler**

This is a **fire sprinkler**.



# Flashcards



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fold

fold

**kick**

She is **kicking** the ball.

**help**

He is **helping** his  
mother.



# Flashcards



© Scholastic Ltd



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fold

fold

**magic trick**

**'Wow! It's a magic  
trick.'**

**pretty**

**She is pretty.**



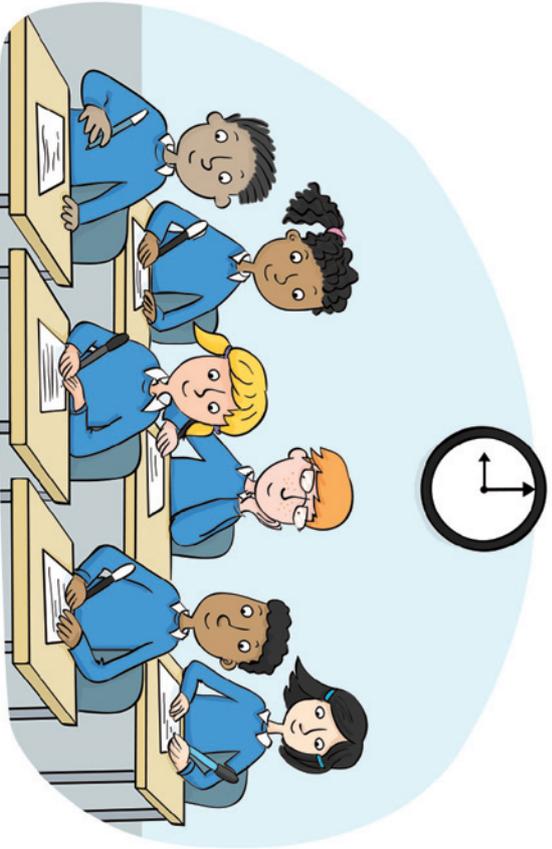
# Flashcards



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**talent show**

**It is a talent show.**



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**test**

**They are doing a  
test at school today.**



# Flashcards

© Scholastic Ltd

fold

**'Never give up!'**