

Popcorn ELT Readers

Teacher's Notes



SPONGEBOB'S NEW TOY

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Created by Stephen Hillenburg.

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 SpongeBob SquarePants: *SpongeBob's New Toy Popcorn ELT Reader.*

Starter Level

Popcorn ELT Readers Starter level is for children who have just started learning English at primary school. Each Starter level title is written to a 150 headword list. There are no past tenses at this level.

SpongeBob SquarePants: SpongeBob's New Toy has a total story wordcount of 195 words.

SpongeBob's New Toy – synopsis

SpongeBob eats a lot of cereal so he can send away for a free toy. Then he and Patrick wait outside his house for the postman. Their noisy singing keeps Squidward awake. August, October and December all come and go and SpongeBob and Patrick are still waiting. Finally, the new toy arrives – it is a piece of string! But the string breaks and SpongeBob is very upset. So when Squidward fixes the new toy, SpongeBob decides to get another free toy for him. Unluckily for Squidward, this means waiting outside his house again!

***SpongeBob's New Toy* is based on the episode 'Waiting' (SpongeBob, Season 5). Note that many parts of the episode are different from the book.**

SpongeBob SquarePants – the series

TV series: 1999 – present

Genre: animated comedy

Suitable for: all children

Awards: One Emmy (television) award and six Annie (animation) awards.

Why not try the other SpongeBob SquarePants Popcorn ELT Readers?

- *Underwater Friends* (Starter level)
- *Talent Show* (level 1)
- *Wormy* (level 2)
- *DoodleBob* (level 3)

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



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Just choose the pages that you need and print!

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Before you read ...


Warm-up

Introduce your students to the story before they start to read.



- 1 Before looking at the story, ask students if any of them watch the TV series *SpongeBob SquarePants*. If they do, talk briefly in L1 about why they like it.
- 2 Look together at the front cover of the book. Ask students to point to SpongeBob and Patrick. Ask *Who is SpongeBob? Who is Patrick?* Write the names on the board if students are unfamiliar with them. Elicit the meaning of *toy* and *new*. Point to the parcel in SpongeBob's hand and ask *What's in this? (SpongeBob's new toy.)* Ask *Is SpongeBob happy? (Yes, he's very happy.)*

OR

-  Choose an episode from the *SpongeBob* TV series and watch it with your class. Give students the following questions:
- 1 *Who is SpongeBob's friend?*
 - 2 *Where does SpongeBob live?*
 - 3 *What colour is SpongeBob's house?*
 - 4 *Describe SpongeBob.*
- Students watch the episode and answer the questions. Check the answers with the whole class.
- (1 *Patrick.* 2 *In Bikini Bottom/under the sea.* 3 *Orange and green – it's a pineapple.* 4 *Example answers: He's yellow and square. He's got black shoes. He's funny.*)



New Words

This page is recorded on the CD.

The words on this page are available as flashcards, see pages 10–13 of these notes.

The '**New Words**' page presents up to eight new words that are included in the story, but are not on the headword list. The new words are in **bold** throughout the story.

New Words

<p style="text-align: center;">break</p> <p style="text-align: center;">My pencils always break!</p> 	<p style="text-align: center;">fix</p> <p style="text-align: center;">Can you fix it?</p> 	<p style="text-align: center;">noisy</p>  <p style="text-align: center;">It's very noisy!</p>	<p style="text-align: center;">toy</p>  <p style="text-align: center;">The dog has a lot of toys.</p>
<p style="text-align: center;">cereal</p>  <p style="text-align: center;">This is cereal.</p>	<p style="text-align: center;">free</p> <p style="text-align: center;">They're free!</p> 	<p style="text-align: center;">postman</p> <p style="text-align: center;">The postman is here!</p> 	<p style="text-align: center;">wait</p>  <p style="text-align: center;">They are waiting for the bus.</p>

Where's the popcorn?
Look in your book.
Can you find it?



- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?*
- 2 Read out each word and ask the students to repeat it. Then read out the example sentence. Alternatively, 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 Do some vocabulary activities to practise the new words (see suggestions opposite).



Where's the popcorn?


Tell your class that the popcorn logo is hidden in the reader. Can they find it?
(**Answer:** page 19)

Vocabulary Activities

- Play a game of charades or pictionary, in groups or as a whole class. One student chooses a word and mimes or draws it for the rest of the group. The first student to guess correctly has the next turn.
- 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 text 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

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 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.

Read aloud

Once the students have heard the story several times, they can read out loud together as a class, either with or without the CD. Try splitting the class into two groups and have each group read alternate pages.

Autonomous reading

It is important that students learn to read autonomously. Encourage students to 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. For more advanced students, 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.

Before reading the story you could:

- Warm up with a vocabulary activity (see page 4).
- Look at the picture on page 4 of the story. SpongeBob is going to send away for a free toy. In L1, students predict what the toy might be. Students read and find out what SpongeBob's new toy is.
- Copy the pictures on pages 9, 10 and 11 of the story. Give a set of the pictures to small groups of students. They put the pictures in order. Ask what months of the year they think each picture illustrates. Check their answers after reading 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.



While reading the story you could:

- Point to SpongeBob, Patrick or Squidward in the pictures and ask how they are feeling. Use this activity to revise feelings adjectives or to present new ones.
- After students have listened to page 17 of the story, pause the recording and ask them to work in pairs and predict how the story will end. Write some of the ideas up on the board. Students listen and see if any of their predictions are correct.



After finishing the story you could:

- Do the activities at the back of the reader.
- Do the quiz at the back of the reader. Give each student a 'yes' and a 'no' card. Ask the quiz questions and students hold up one card for each answer. If students get less than three answers right, encourage them to read the book again and check their answers.
- Practise pronunciation using the sample sentences (Track 4). Photocopy the sentences for each student (page 7 of these notes) or display them on the board. Drill the sentences as a whole class, in groups and individually.

- Place posters around the room with the following text:

- ★ ★ ★ Yes, it's very good!
- ★ ★ Yes, I like it!
- ★ It's OK.
- ☹ No, I don't like it.

Students stand by the poster they agree with most. Ask each group to count the number of people in their group and post the results on the board.

-  Choose a short section of the episode for the children to watch. Put the children 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?
-  The episode *Waiting* from the SpongeBob SquarePants season five is similar to the story in *SpongeBob's New Toy*. Play the episode to your class. Students make a list of things, in L1 or English, which are the same or different in both stories.



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.



Sample sentences for drilling



This page is recorded on the CD.

Listen and repeat.

SpongeBob is eating breakfast.

What are you doing?

SpongeBob and Patrick are very noisy!

We're waiting for the postman!

One day the postman comes.

But the new toy breaks.

Squidward fixes the toy.



I want a free toy for Squidward.



Answer Key

After you read (pages 20–22)

1 Logical intelligence

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

2a Linguistic intelligence

- a comes
- b opens
- c breaks
- d fixes

2b Intrapersonal intelligence

Student's own answers.

3a Linguistic intelligence

This toy is **new**. Now it's **old**.

It's **noisy**! Now it's **quiet**.

The postman is **slow**. Now he's **quick**!


Quiz time! (page 23)




- 1 breakfast
- 2 black
- 3 SpongeBob
- 4 the postman
- 5 red



Chant

Musical intelligence

 This page is recorded on the CD.

- 1  Write on the board the question *What are you doing?* and the sentence *I'm waiting for the postman.* Divide the class into two groups, A and B. Give group A the question and group B the sentence. Play the CD. Group A put their hands up when they hear the question. Group B do the same for the sentence.
- 2  Play the CD again. This time pause the recording after the question and ask group A to repeat it. Do the same for group B and the sentence. Now practise without the recording until students feel comfortable with their line.
- 3  Play the CD. The groups say their lines at the same time as the recording. Encourage them to go at the same speed. Play the chant again. The students say their line very quietly. Play the chant for a final time. The students say their line as loud as they can.

Chant

1 Listen and read.

I'm waiting

What are you doing?
Come with me, please!

I'm waiting for the postman,
He's got a toy for me.

What are you doing?
Do you want to play?

I'm waiting for the postman,
He's got a toy today.

2 Say the chant.



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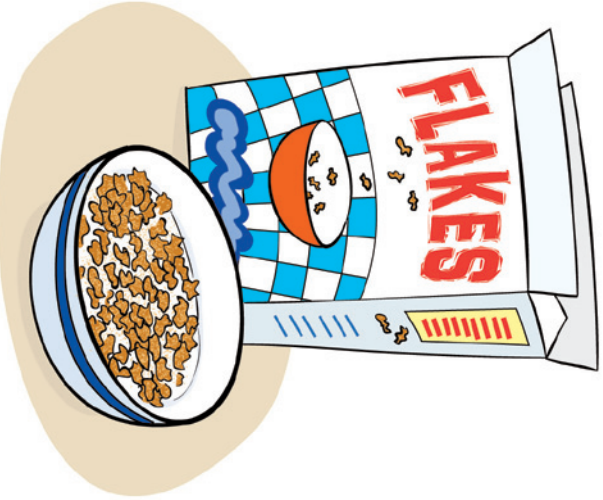


Flashcards



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fold

fold

break

'My pencils always
break!'

cereal

This is **cereal**.



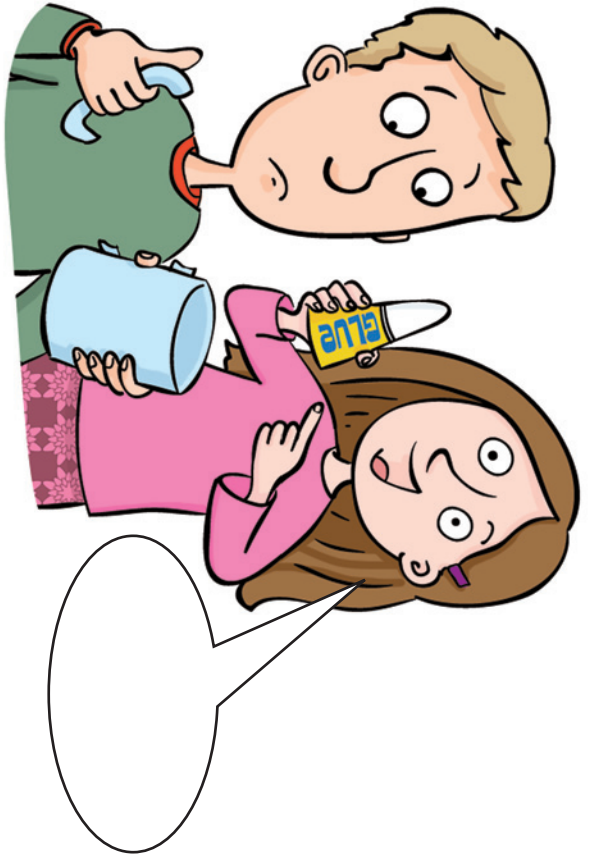
Flashcards



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fold

fold

free
'They're free!'

fix
'Can you fix it?'



Flashcards



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fold

noisy

It's very noisy!

postman

The postman is here!

fold



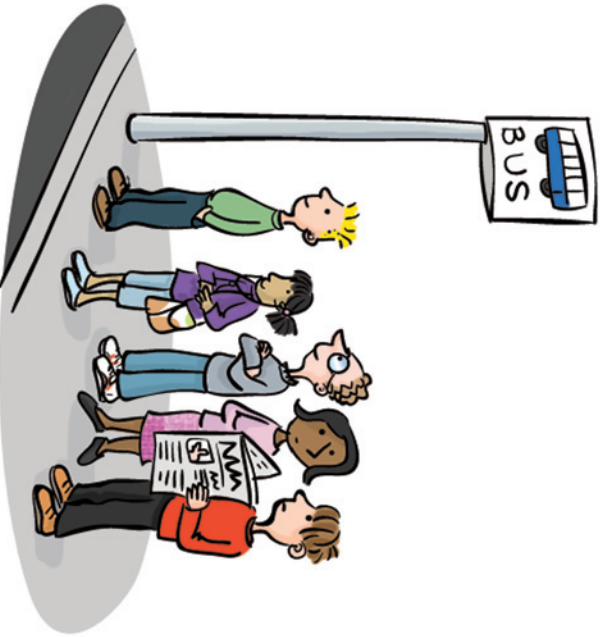
Flashcards



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toy

The dog has lots of
toys.



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wait

They are **waiting** for
the bus.