

Teacher's Notes



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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 *SpongeBob SquarePants: Wormy* Popcorn ELT Reader.

Level 2

Popcorn ELT Readers level 2 is for students who are gaining confidence in reading in English, based on a 250 headword list. The simple past tense is introduced at this level.

SpongeBob SquarePants: Wormy has a total story wordcount of 730 words.

SpongeBob SquarePants: Wormy – synopsis

SpongeBob lives under the sea in Bikini Bottom with his friends Patrick and Sandy. When Sandy goes away on holiday, she asks SpongeBob and Patrick to take care of her pets. SpongeBob and Patrick really like Wormy, Sandy's pet caterpillar. They spend the day playing with him. They don't know what a caterpillar is. The next day when they go to see Wormy again they can't find him in his jar. They see a butterfly but they think it is a flying monster that has eaten Wormy. They go to tell everybody in Bikini Bottom that there is a flying monster coming to eat them. Everybody is frightened and runs. In their panic they destroy most of Bikini Bottom. When Sandy returns she sees that Wormy has changed into a butterfly and she puts him back in his jar. Everybody thinks that Sandy has saved the town.

Wormy is adapted from the episode 'Wormy' (*SpongeBob SquarePants*, series 2).

SpongeBob SquarePants – the series

TV series: 1999 – present

Genre: animated comedy

Suitable for: all children

Awards: One Emmy award and six Annie awards.

Why not try the other *SpongeBob SquarePants* Popcorn ELT Readers?

- *Underwater Friends* (Starter level)
- *SpongeBob's New Toy* (Starter level)
- *Talent Show* (level 1)
- *DoodleBob* (level 3)

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



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 *SpongeBob SquarePants*

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 TV series SpongeBob SquarePants?* If anyone knows and likes the TV series, talk briefly in L1 about why they like it.
- 2 In L1, tell students they're going to see part of an episode from *SpongeBob SquarePants*. Tell them to think about the answers to these questions as they watch: *What pets does Sandy have? Does SpongeBob like Wormy?* Show the scene near the start of the film, when we see Sandy showing SpongeBob and Patrick her pets. Afterwards, discuss the answers to your questions. Then ask *Is Wormy nice?* Students tell you what they think.
- 3 Look at the 'Meet ...' page with your class and ask questions about the characters, e.g. *What colour is Squidward? Is Squidward happy?*
- 4 Pre-teach the word *caterpillar* and *butterfly* to your students. (These words also appear on the 'New Words' page.)
- 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 lots of pets*. Students say *You're Sandy*. 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 episode to predict the answers. Students think about the question and answer *good* or *bad*.



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.



Here is a **caterpillar**.



This is a **jar**.



She has got a lot of **pets**.



He is making a **bubble**.



The car **crashed** into the bus.



They are **looking after** the dog.



He **saved** the cat.



The **butterfly** is red and yellow.



They are **destroying** the house.



The **monster** is horrible.

'See you soon!'




See you soon!

Verbs

Present	Past
take	took
fly	flew
eat	ate

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. Practice the neutral 'u' sound in 'bubble' and 'butterfly'.

3 The conversational language on this page is *See you soon!* We use this when we know we are saying goodbye only for a short time. Say it several times and ask students to repeat.

4 Look at the 'Verbs' box. The irregular pasts of *take*, *fly* and *eat* 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. *The plane flew to China.*


5 Do some vocabulary activities to practise the new words (see suggestions below).

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.
- 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.



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 love 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 or in English 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 SpongeBob SquarePants 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 we first see Mr Krabs and Squidward in the Krusty Krab with Wormy (approximately seven minutes in on the DVD). Then ask, e.g. *Who are they? Are they frightened? 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 are they doing?*
- Give students one of the chapter quizzes on pages 7 and 8 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *He's blue and he lives next to SpongeBob. Who is he? (Squidward) or Wormy lives in it. What is it? (A jar.)* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play the film extract that corresponds with the section of the story that students have just read. For example, play the scene in which SpongeBob and Patrick play games with Wormy (approximately one and a half minutes into the DVD). 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. verbs of action e.g. *run, play, fly, jump, destroy* etc.
- Ask students to create a map of where Wormy goes in the story. They could draw in details, such as Sandy in her garden or Mr Krabs and Squidward at the Krusty Krab.

- Ask students to write captions for the pictures in the story.
-  Play a part of the CD and ask students to listen carefully. Then ask students to open their books and find the right part of the story in their books.
- Ask students to write a short review of the reader. Write on the board:
I think the story of SpongeBob SquarePants: Wormy 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.



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) Sandy says 'sees you soon.'
- b) SpongeBob and Patrick say goodbye to Wormy.
- c) SpongeBob and Patrick play with Wormy.
- d) SpongeBob and Patrick look at Sandy's pets.
- e) SpongeBob and Patrick see Wormy in his jar.

Chapter 2

Who said this? Choose SpongeBob or Patrick.

1 Let's go and see Wormy.

.....SpongeBob.....

2 What's that thing?

.....

3 We can't go out there.

.....

4 The monster wants to eat us!

.....

5 Please, Mr Monster, don't eat me!

.....

6 We stopped him.

.....



Chapter Quizzes (Answer key, page 11)

Chapter 3

Choose the correct word and complete the sentences.

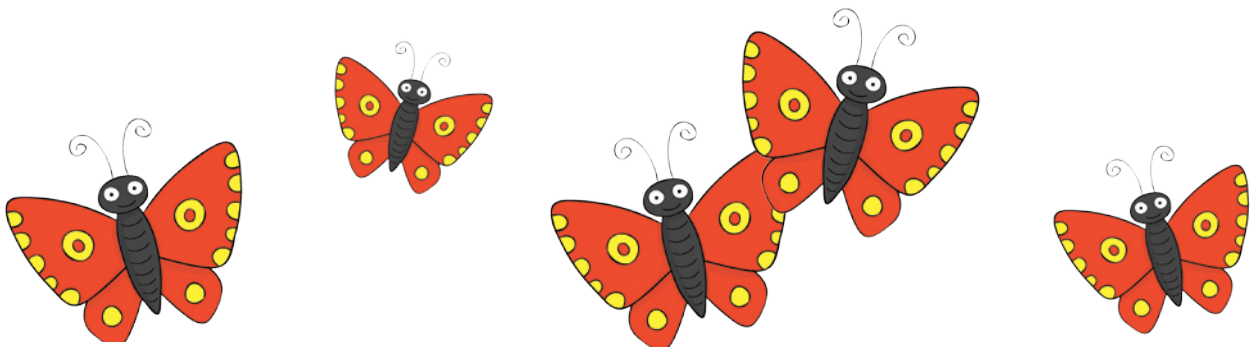
opened eat laughed flying ran

- 1 SpongeBob and Patrick**ran**..... into the Krusty Krab.
- 2 'There's a monster,' they said.
- 3 'The monster is going to you.
- 4 Mr Krabs when he saw the butterfly.
- 5 SpongeBob his eyes again.

Chapter 4

Match the two halves of the sentence.

- | | |
|-------------------------|-------------------------|
| 1 SpongeBob and Patrick | a) in Bikini Bottom. |
| 2 Everyone jumped out | b) her pet. |
| 3 A bus stopped | c) 'Thank you!' |
| 4 Sandy saw | d) out of their houses. |
| 5 Everyone shouted | e) ran into town. |





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.

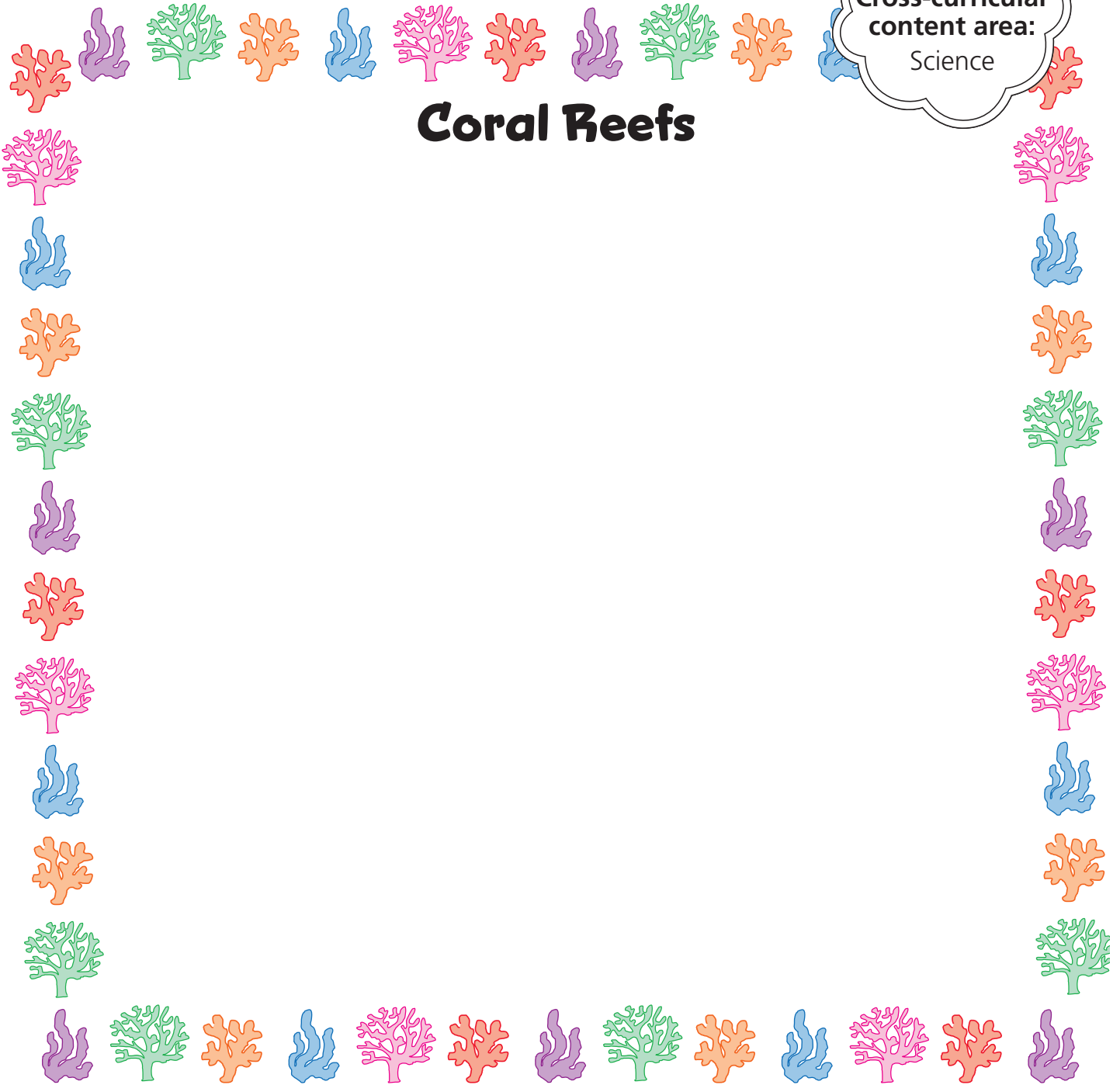
- 1 With books closed, ask *Where does SpongeBob live? (Under the sea in Bikini Bottom.)* Ask *What is Bikini Bottom? (A coral reef.)* Ask students *What is a coral reef made of? (Coral is an animal, not a plant!)* Encourage students to talk about what animals you might find in a coral reef e.g. fish, sharks, octopus etc. Write them on the board.
- 2 Tell students to open their books at page 26. Then students read each section, or read and listen to the CD. In L1, ask which things they expected to see, and which were a surprise.
- 3 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.
- 4 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to research information about a coral reef, either at home or in the school library, using books or the Internet. They can then make a collage of a coral reef with animals and information labelled.
- 5 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.
- 6 In pairs, students discuss the questions in the red circle on page 27. Then ask a few students to share their answers with the class. Write the best ideas up on the board.



Real World: Project

Cross-curricular
content area:
Science

Coral Reefs



This reef is called

It is in

It is (size)

There are and (animals)

They eat



Answer Key

After you read (page 28)

1 a ✓ b ✗ c ✓ d ✗ e ✗ f ✓

2 a games b a jar c a bubble d flew e liked f jumped out of



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 27)

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

Visual/Linguistic intelligence

- a caterpillar
- b butterfly

2

Linguistic intelligence

- a The butterfly flew into the garden.
- b It flew onto the table.
- c It flew under the chair.
- d It flew behind the ball.
- e It flew into the house.

3

Visual intelligence

- a Three
- b Eight
- c Four
- d Seven
- e Two

4

Intra-personal intelligence

Students' own answers.

Chapter Quiz Answer Key (Teacher's notes, page 7–8)

Chapter 1

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

Chapter 2

- 1 SpongeBob
- 2 Patrick
- 3 Patrick
- 4 SpongeBob
- 5 Patrick
- 6 SpongeBob

Chapter 3

- 1 ran
- 2 flying
- 3 eat
- 4 laughed
- 5 opened


Chapter 4

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







Imagine ...

Kinaesthetic intelligence

- 1  If you have time, play some of the scene near the start of the episode where Sandy is showing her pets to SpongeBob and Patrick.
- 2 Say *Open your books at page 31*. Put students in small groups of two or three. Ask each student to imagine they have a pet. Tell them to think of a good name for their animal.
- 3 Students tell each other about their imaginary pets.
- 4 If there is time, ask students to draw and write about their imaginary pet.

Chant

Musical intelligence

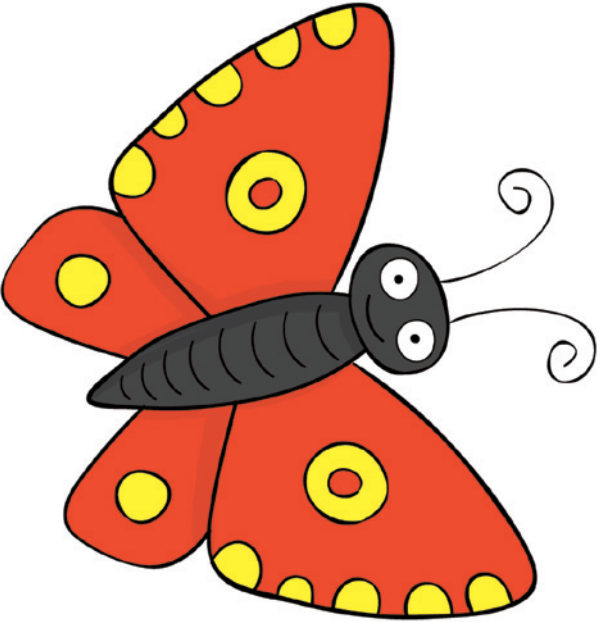
-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 - 2  Tell the students that they are going to clap to the chant. Play the CD or say the chant yourself while clapping on each syllable. Ask students to clap with you.
 - 3  Tell the students that they are now going to say the chant. Explain that they will say it five times, starting off slowly and getting faster each time. Play the CD or lead the chanting yourself.
 - 4 Divide the class into two groups. Ask group A to say the first verse, and group B to say the second verse. Practise several times. Play the CD or say the chant yourself with the students. Both groups say the final line together.



Flashcards



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fold

fold

butterfly

The **butterfly** is red
and yellow.

bubble

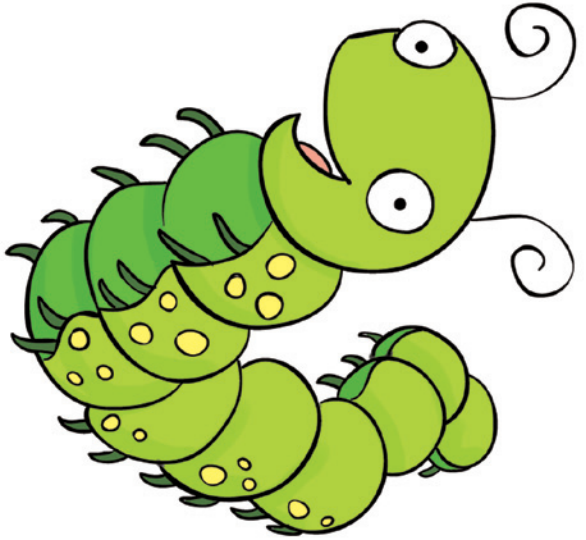
He is making a
bubble.



Flashcards



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caterpillar

Here is a **caterpillar**.

fold



crash

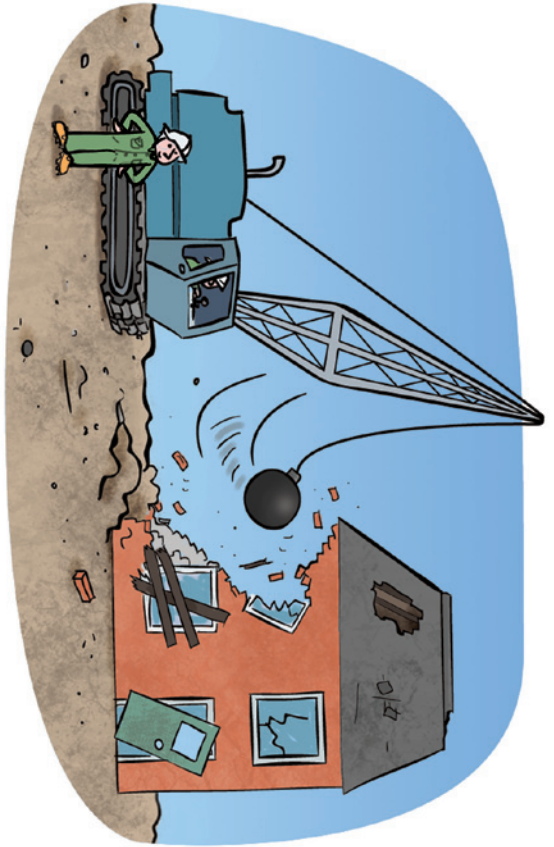
The car **crashed** into
the bus.

fold

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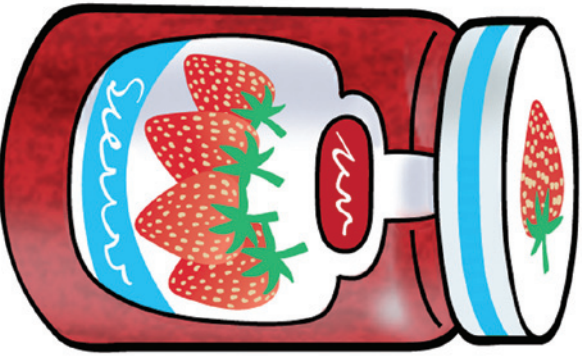
Flashcards



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destroy

They are **destroying**
the house.



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jar

This is a **jar**.

fold

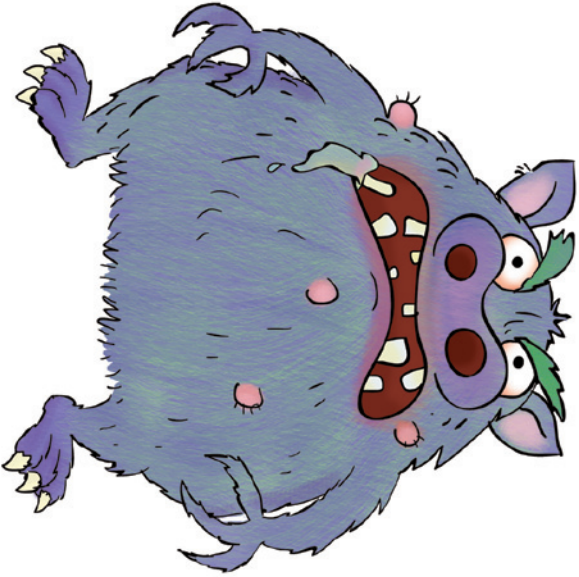
fold



Flashcards



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fold

fold

look after

They are **looking after**
the dog.

monster

The **monster** is
horrible.



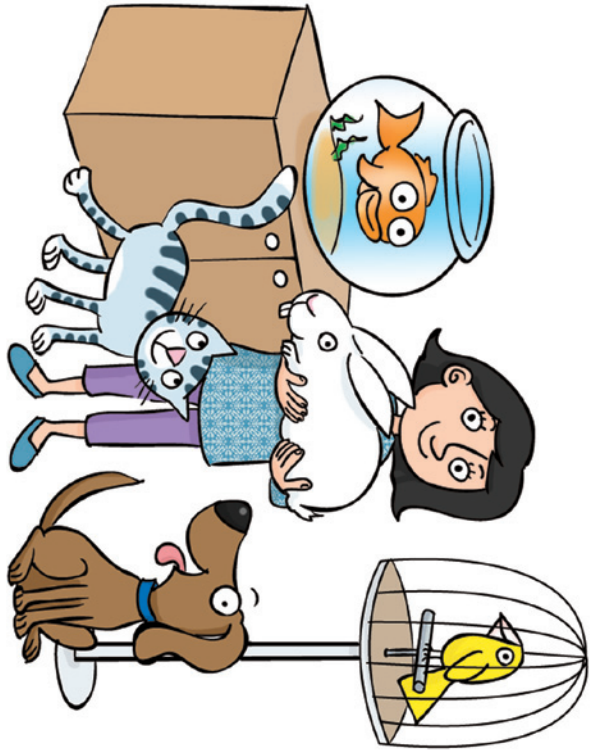
Flashcards



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fold

fold

pet

She has got a lot
of **pets**.

save

He **saved** the cat.



Flashcards

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fold

'See you soon!'

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18

Detailed description: This is a flashcard template for the phrase 'See you soon!'. The top half features a cartoon illustration of a boy and a girl. The boy, on the left, is wearing a red shirt and a blue backpack, standing on a grassy area with a blue sky and green bushes in the background. The girl, on the right, is wearing a green long-sleeved shirt and a blue jacket, standing in a doorway and waving her hand. A large white speech bubble is positioned between them, containing the text 'See you soon!'. The entire illustration is enclosed in a dashed-line border. On the left side of the border, the text '© Scholastic Ltd' is written vertically. On the right side, the word 'fold' is written vertically. At the top and bottom corners of the dashed border, there are small scissors icons indicating where to cut. The bottom half of the flashcard is a plain white space with the text 'See you soon!' written in a large, bold, black font.