

Popcorn ELT Readers

Teacher's Notes



UNDERWATER FRIENDS

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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: Underwater Friends 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: Underwater Friends has a total story wordcount of 185 words.

SpongeBob SquarePants: Underwater Friends (non-fiction) – outline

Students meet the following characters from *SpongeBob SquarePants* and learn simple facts about their real-life underwater equivalents.

- | | |
|--------------------------|---------------------------------|
| ✧ SpongeBob (sea sponge) | ✧ Mr Krabs (crab) |
| ✧ Gary (sea snail) | ✧ Pearl Krabs (whale) |
| ✧ Patrick (sea star) | ✧ Mrs Puff (puffer fish) |
| ✧ Squidward (octopus) | ✧ Sheldon J Plankton (plankton) |

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

- *SpongeBob's New Toy* (Starter level)
- *Talent Show* (level 1)
- *Wormy* (level 2)
- *DoodleBob* (level 3)

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.

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



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Just choose the pages that you need and print!

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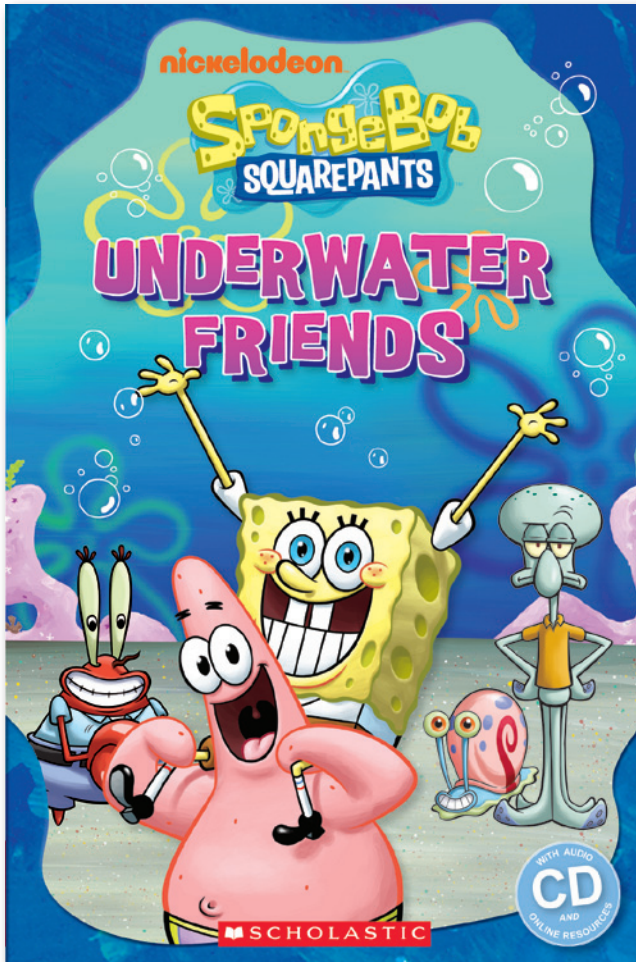




Before you read ...

Warm-up

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



- 1 Before looking at the book, 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. Explain what the title means. Introduce each character. (From left to right: Mr Krabs, Patrick, SpongeBob, Gary, Squidward.) Ask students simple questions about each character, for example: *Is SpongeBob happy?* (Yes.) *Is Squidward happy?* (No.) *What colour is SpongeBob?* (Yellow.)
- 3 Point to one of the characters on the cover. Ask students in L1 what kind of sea creature it is. Then ask students to turn to page 5 of their books. Say: *This is a sea sponge*. Ask them which of the characters on the cover is a sea sponge. (*SpongeBob*.) In L1, tell students that they are going to learn more about all of the sea creatures on the cover.



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 book, but are not on the headword list. The new words are in **bold** throughout the book.

New Words		land	sleep
<p>change colour</p> <p>This animal changes colour.</p>	<p>foot / feet</p> <p>I've got one foot.</p>	<p>Which animal lives on the land?</p>	<p>The dog is sleeping.</p>
<p>deep</p> <p>It's very deep!</p>	<p>grumpy</p> <p>He's grumpy.</p>	<p>move</p> <p>I can't move!</p>	<p>swim</p> <p>She can swim.</p>
<p>Where's the popcorn? Look in your book. Can you find it?</p>			

- 1 Look at the 'New Words' page with your class. Say *All these words are in the book. 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).

Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard.
- 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.




Where's the popcorn?

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



Using the book with your class

 The text is recorded on the CD.

The book 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 book. You may want to combine several of these.

Teacher-led reading

Read the book 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 book several times can be very useful.

Read aloud

Once the students have heard the book 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 book you could:

- Warm up with a vocabulary activity (see page 4).
- Show students pictures of the SpongeBob characters and ask them to tell you in L1 one thing they know about them.
- In L1, ask students what their favourite sea creature is. Write the results on the board. Ask your class if they think they'll find any of these creatures in *Underwater Friends*.


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 book you could:

- Choose one of the characters from the book and ask students simple questions about the picture, for example, Squidward (page 10):
What colour is he? (Green.) How many pictures can you see on his wall? (Sixteen.) Is he happy or sad? (Sad.)

After finishing the book 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 write the results on the board.

- Look at the different sea creatures in *Underwater Friends* again. Ask students if they can tell you in L1 one more fact about any of them. (For example: An octopus has eight arms. When it gets frightened, it squirts ink. A crab's eyes are on top of its head. Some sea sponges are very big, over two metres tall. Sea stars can make another arm if they lose one.)
-  Choose an episode from the *SpongeBob* series and watch it with your class. Stop the DVD each time a new character comes on and ask students who they are and which sea creature. At the end of the episode, ask students to vote on their favourite character. More confident students can say why they like this character, e.g. *I like Mr Krabs. He is funny.*



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.

Sea sponges live underwater.

Sea snails move very slowly.

Many sea stars have five arms.

Octopuses can swim fast.

Crabs walk sideways.

Fish and whales eat plankton.





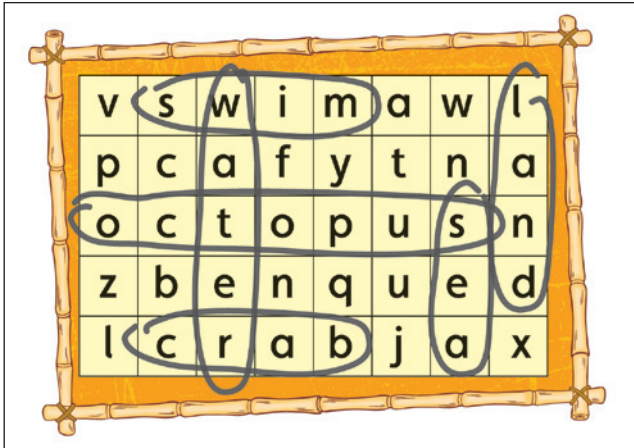
Answer Key

After you read (pages 20–22)

1

Linguistic intelligence

- a land
- b swim
- c sea
- d octopus
- e water
- f crab



2

Linguistic/Spatial intelligence

- a plankton
- b sea star
- c sea sponge
- d whale
- e sea snail

3

Linguistic intelligence

- a Sea stars
- b Octopuses
- c sea stars
- d Crabs
- e plankton

Quiz time! (page 23)

- 1 no (SpongeBob is a sea sponge.)
- 2 no (Squidward is grumpy.)
- 3 yes
- 4 yes
- 5 no (Gary lives with SpongeBob.)



Chant

Musical intelligence

This page is recorded on the CD.

- 1 Say *Open your books at page 24*. Ask your class to look at the picture. Explain in L1 what a *race* is. Read the chant or play the CD. Your students point to the correct sea creature when they hear its name.
- 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 Divide the class into four groups. Each group says one line of the chant. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then swap groups.

Chant

1 **Listen and read.**

The sea race

The crab walks sideways.
The octopus swims fast.
The sea sponge doesn't move
And the sea snail is always last!

2 **Say the chant.**

24



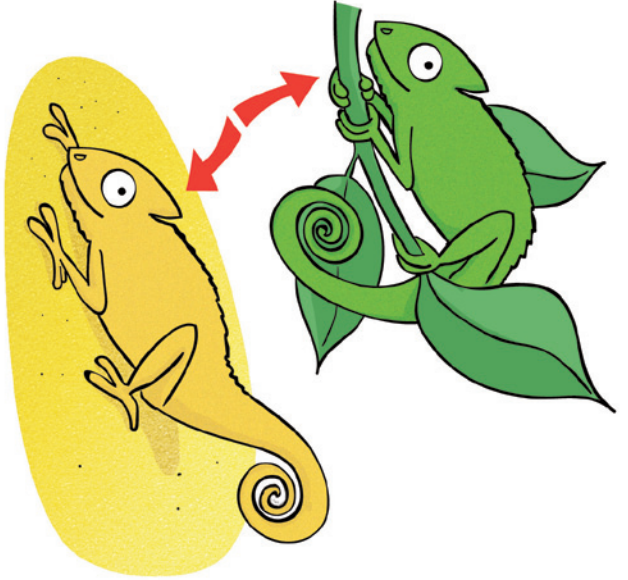
Flashcards



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fold

fold

change colour

This animal changes colour.

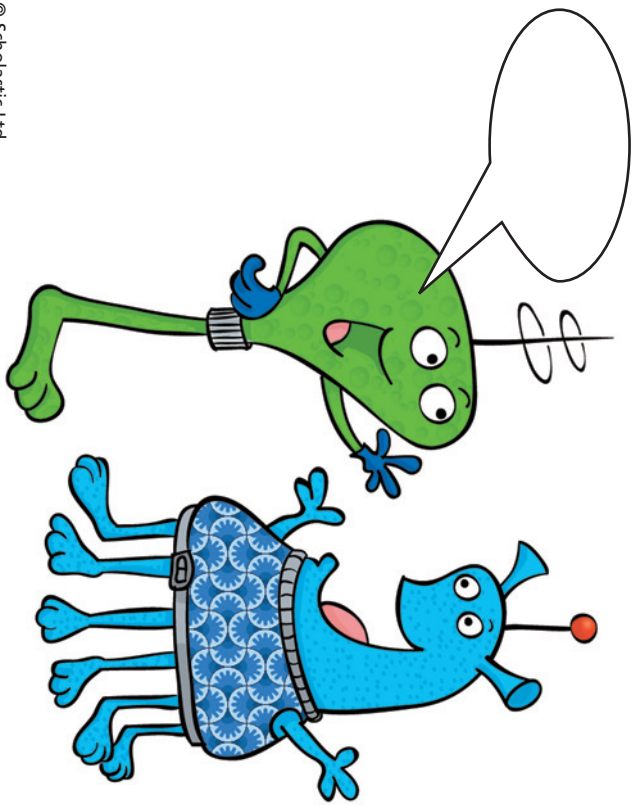
deep

'It's very deep!'



Flashcards

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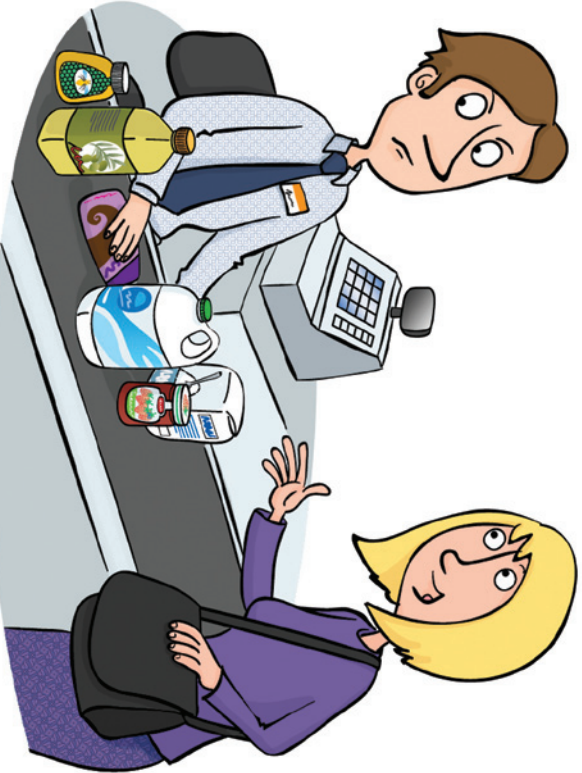


foot / feet

'I've got one foot.'

11

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grumpy

He's grumpy.

fold

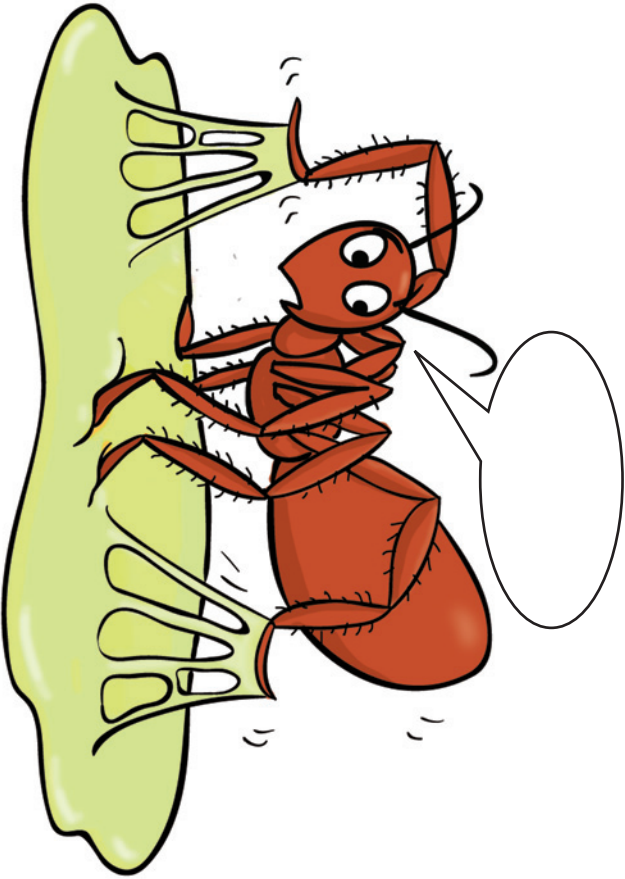
fold



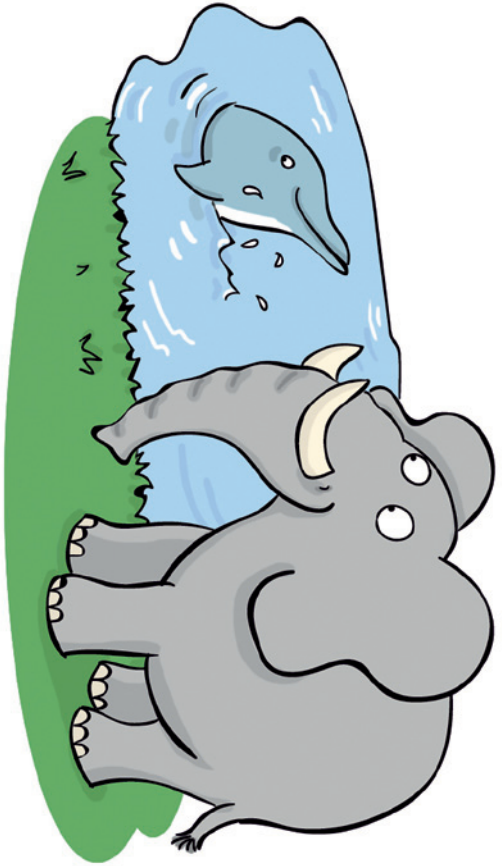
Flashcards



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fold

fold

land

Which animal lives
on the **land**?

move

'I can't **move**!'



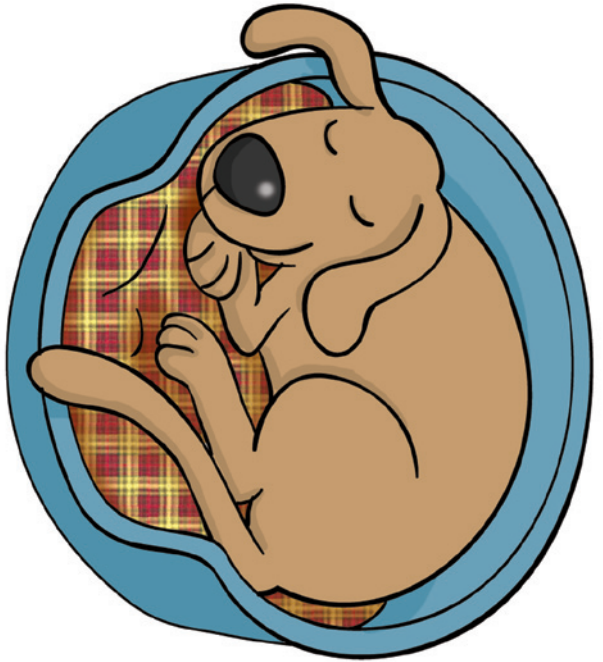
Flashcards



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fold

fold

sleep

The dog is **sleeping**.

swim

She can **swim**.