

Popcorn ELT Readers

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: DoodleBob 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.

SpongeBob SquarePants: DoodleBob has a total story wordcount of 936 words.

SpongeBob SquarePants: DoodleBob – synopsis

SpongeBob lives under the sea in Bikini Bottom. One day an artist drops his pencil into the sea. SpongeBob and his friend Patrick find the pencil and begin to draw. The pencil is magic and the things they draw move and live. SpongeBob draws himself and calls the drawing DoodleBob. He wants to play a trick on his neighbour Squidward. He sends DoodleBob to Squidward's house but DoodleBob gets out of control and escapes with the magic pencil. SpongeBob and Patrick see that DoodleBob is dangerous and chase after him. SpongeBob takes the pencil from DoodleBob and erases him but, without realising, he doesn't erase DoodleBob's arm. That night the arm goes to SpongeBob's house and takes the magic pencil back. The arm draws DoodleBob again. DoodleBob chases after SpongeBob and begins to erase him. They fight and SpongeBob closes DoodleBob inside a book. DoodleBob turns into a normal drawing on a page. He is not dangerous anymore and he is much happier as a picture on a page.

***DoodleBob* is adapted from the episode 'Frankendoodle' (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)
- *Wormy* (level 2)

For ideas on watching extracts from the DVD in class, see pages 3, 5, 6 and 11 of these notes.



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Contents

Just choose the pages that you need and print!

Meet ... everyone from <i>SpongeBob SquarePants</i> (T)	page 3
New Words (T)	page 4
Using the story with your class (T)	pages 5–6
Chapter Quizzes (S)	page 7
Real World (T)	page 8
Real World Project: My Sea Animal (S)	page 9
Answer Key (T)	page 10
Imagine ... / Chant (T)	page 11
New Words flashcards	pages 12–17

(T) Teacher's notes

(S) Student activities (photocopiable)





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 Look together at the front cover of the book. Ask *Is this book about school? (No.) Is it about food? (No.)* Point to SpongeBob and say *This is SpongeBob. Where does he live? (Under the sea.) What is he? (He's a sponge.) Is he funny? (Yes, he is.)*

OR

In L1, tell students they're going to see part of an episode about SpongeBob. Tell them to think about these questions as they watch: *Who is he with? What does he find? Are they frightened?* Show the scene near the start of the episode, when SpongeBob and Patrick find the pencil. (DVD scene 0:50 to 2:30.) Afterwards, discuss the answers to your questions. Then ask *What do they do with the pencil?* Students tell you what they think.

- 3 Look at the 'Meet ...' page with your class and ask students some questions about the characters in the pictures, e.g. *What animal is Patrick? Is Squidward happy?*
- 4 Pre-teach *drawing* and *magic*. (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 am SpongeBob's friend*. Students say *You're Patrick*. Continue with information about the other characters. For example, *Sometimes I don't like SpongeBob*. Students say *You're Squidward*. 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 answer. Say each character's name and students call out *good* or *bad*.



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>drop</p> <p>He dropped the ball.</p>	<p>hole</p> <p>He's looking into a hole.</p>	<p>pencil</p> <p>This is a pencil.</p>								
<p>artist</p> <p>She's an artist.</p>	<p>erase</p> <p>She's erasing the number.</p>	<p>hurt</p> <p>Her foot hurts.</p>	<p>swim</p> <p>She is swimming.</p>								
<p>drawing</p> <p>This is a drawing of a cat.</p>	<p>fight</p> <p>They are fighting.</p>	<p>magic</p> <p>This is a magician. He does magic.</p>	<p>'I've got an idea.'</p>								
			<p>Verbs</p> <table border="1"> <thead> <tr> <th>Present</th> <th>Past</th> </tr> </thead> <tbody> <tr> <td>draw</td> <td>drew</td> </tr> <tr> <td>swim</td> <td>swam</td> </tr> <tr> <td>fall</td> <td>fell</td> </tr> </tbody> </table>	Present	Past	draw	drew	swim	swam	fall	fell
Present	Past										
draw	drew										
swim	swam										
fall	fell										

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 *drawing* and *magic* from the 'Meet ...' page.

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. Practise saying the words with silent letters e.g. *fight*, or with unexpected pronunciation e.g. *drawing*.

3 The conversational language on this page is *I've got an idea!* We use this when we think of something. Say it several times and ask students to repeat.

4 Look at the 'Verbs' box. The irregular pasts of *draw*, *swim* and *fall* occur in the story, in addition to the past forms on the syllabus.

Say the new past forms several times and ask your students to repeat. Elicit simple example sentences, e.g. *He drew a picture*.

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

Vocabulary Activities

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



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 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 we first see DoodleBob (approximately four minutes into the episode). Then ask *What is he? What's his name? 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? Is he dangerous?*
- 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 dropped the pencil. Who is he? (The artist.) He's black and white and dangerous. Who is he? (DoodleBob.)* 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 start drawing things until the end of the scene where they play a trick on Squidward (approximately three minutes into the episode). 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. things you can do with a pencil; *drop, draw, erase, fight, break and throw.*
-  Write the following words up on the board (but not in order), *house, handsome, hair, head and happy.* Play the scene where Squidward is looking at himself in the mirror (page 11). Pause the CD just before each word is spoken and ask students to choose from the words on the board. Practise the pronunciation of the 'h' sound.

- Ask students to create a picture with all the things the characters draw in the story. They could label the pictures and draw a line to the character who drew it. Write on the board the following words if students need help; sea animal, hair, money, hole, house, leg, arm and eye.
- Ask students to write captions for the pictures in the story.
- Ask pupils to write a short review of the reader. Write on the board:
*I thought the story of DoodleBob was ...
I liked I didn't like reading about ...
My favourite character was ... because ...
The end of the story was good/bad 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 10)

Chapter 1

Put the sentences in the correct order.

- a SpongeBob draws some hair on Patrick.
- b The artist drops his pencil.
- c Patrick draws Squidward.
- d SpongeBob draws some money.
- e SpongeBob draws a sea animal.


Chapter 2

Who says this? SpongeBob or Patrick.

- 1 'I've got an idea!' **SpongeBob**
- 2 'Stop, DoodleBob!'
- 3 'I'm not going in there.'
- 4 'I'm behind you.'
- 5 'It's not far now.'

Chapter 3

Match the two halves of the sentences.

- 1 In the night DoodleBob's hand  a) the magic pencil in the room.
- 2 The hand found b) on a piece of paper.
- 3 DoodleBob put his foot c) the book on DoodleBob.
- 4 SpongeBob saw d) came into SpongeBob's house.
- 5 SpongeBob closed e) a big book.



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

OCTOPUSES AND SEA STARS

In Bikini Bottom, Squidward is an octopus and Patrick is a sea star. Let's read about real octopuses and sea stars ...

CLEVER OCTOPUSES

- * They can see very well.
- * They can swim very fast.
- * They can change colour.
- * They can go into very small holes.
- * When they are frightened they squirt ink and they swim away.
- * They have eight arms. If they lose an arm they can make one again.
- * They have three hearts.

BEAUTIFUL SEA STARS

- * They can be a lot of different colours.
- * They do not swim. They walk very slowly.
- * A lot of sea stars have five arms but some have many more – sometimes fifty!
- * Sea stars can make an arm again if they lose one.

Did you know ...?
Sea stars' eyes are at the end of their arms!

Do you know any other interesting sea animals?

What do these words mean? Find out.
change squirt ink
lose heart

- 1 With books closed, ask *What animal is Squidward? (He's an octopus). What animal is Patrick? (He's a sea star).* Ask students what they know about these animals, their colours and what they eat, etc. Then ask *What animal is SpongeBob in the story? (He's a sponge) and What other animals live in the sea?* Write new vocabulary on the board for students.
- 2 Tell students to open their books at page 26. Point to the images and ask students to identify the animals. Students then read each section, or read and listen to the CD. In L1, ask which facts 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 9 of these notes). Encourage them to research information about another sea animal, either at home or in the school library, using books or the Internet. They then complete the text about their animal and draw or stick a picture of it in the space provided.
- 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.



Real World: Project

Cross-curricular
content area:
Science

My Sea Animal



This is a

It is and

It has got

It eats

It lives in

It can



Answer Key

After you read (page 28)

1 a iii b iv c v d ii e i

2 a the artist b Patrick c SpongeBob d Squidward e DoodleBob f the pencil



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

Visual/Linguistic intelligence



- a hair
- b cat / picture
- c book
- d money
- e shoes
- f pencil (answers in any order)

2

Linguistic intelligence



drew, dropped, fell, swam, erased

3

Linguistic intelligence



- a eye
- b hand
- c leg
- d arm
- e face
- f foot

4

Visual/Inter-personal intelligence



Students' own answers. Students can then compare their characters and descriptions.

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

Chapter 1

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

Chapter 2

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


Chapter 3

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






Imagine ...

Kinaesthetic intelligence

-  If you have time, play the scene from the episode where SpongeBob and Patrick draw things with the pencil (approximately two minutes into the episode).
- Say *Open your books at page 31*. Put students in pairs. Students take it in turns to draw a picture or ask questions and guess what the drawing is.
- After students have worked in pairs for several minutes call up one student from each pair to draw something on the board and for the class to guess who or what it is.
- The class votes for the student who did the best drawings.

Chant

Musical intelligence

-  This page is recorded on the CD.
-  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 -  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.
 - Divide the class into two groups. Ask group A to say each line of the chant leaving out the last word. Group B listens and says what the missing word is. Both groups say the last line of the chant. Practise several times, and then swap groups.



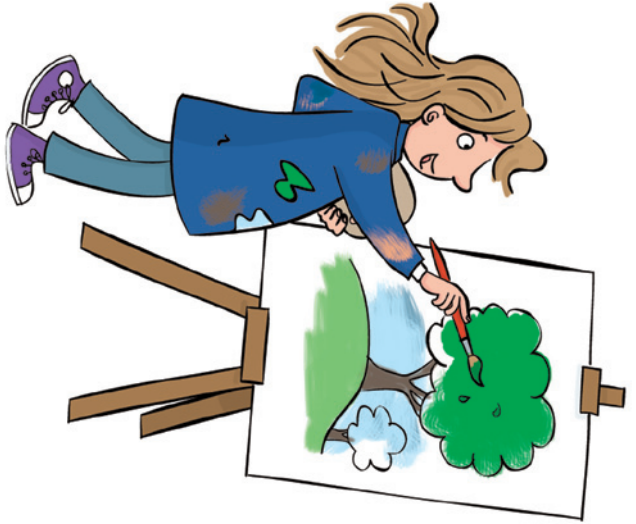
Flashcards



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fold

fold

drawing
This is a **drawing** of
a cat.

artist
She's an **artist**.



Flashcards



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fold

fold

erase
She's **erasing** the
number.

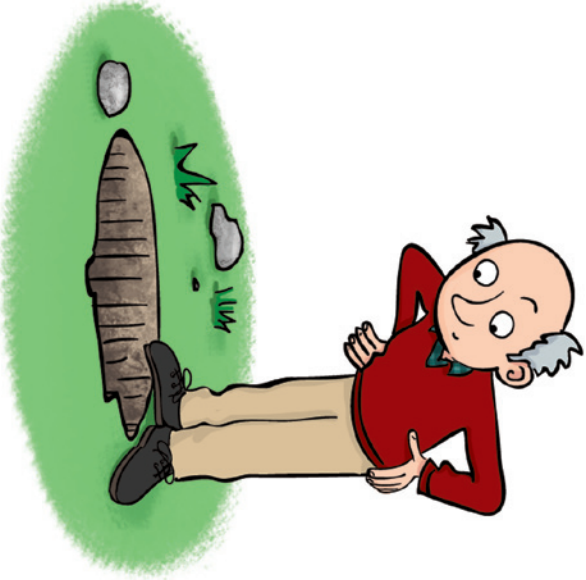
drop
He **dropped** the
ball.



Flashcards



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fold

fold

hole
He's looking into
a **hole**.

fight
They are **fighting**.



Flashcards



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fold

fold

magic
This is a magician.
He does **magic**.

hurt
Her foot **hurts**.



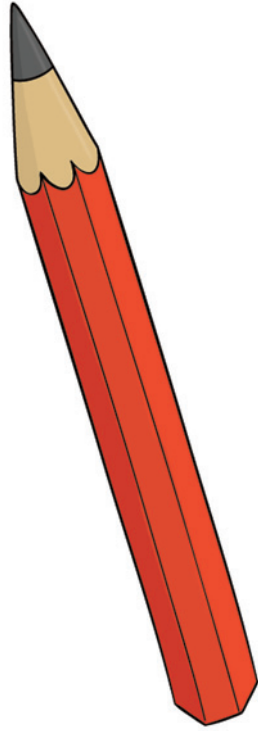
Flashcards



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fold

fold

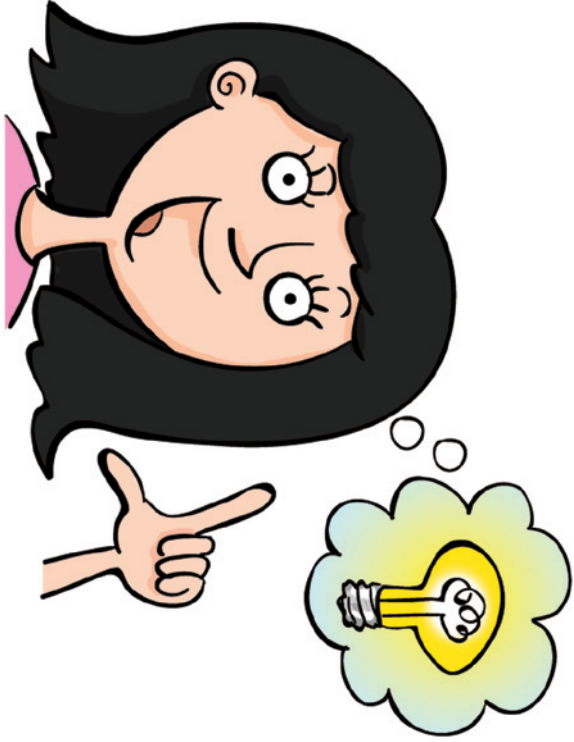
swim
She is **swimming**.

pencil
This is a **pencil**.



Flashcards

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fold

'I've got an idea.'

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17

Detailed description: This is a flashcard template for the sentence "I've got an idea." The card is rectangular and divided into two halves by a vertical dashed line. The left half features a cartoon illustration of a girl with black hair, a pink shirt, and a purple tie. She has a surprised expression and is pointing her right index finger towards a thought bubble. The thought bubble is green and contains a glowing yellow lightbulb. The right half of the card contains the text "'I've got an idea.'" in a bold, black, sans-serif font. The card is framed by a dashed border with scissors at the corners, and a vertical dashed line in the center is labeled "fold". Copyright information "© Scholastic Ltd" is printed vertically on both the left and right sides of the card.