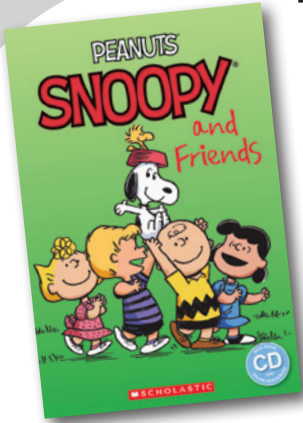


Teacher's Notes



PEANUTS SNOOPY[®] and Friends

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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: Snoopy and Friends 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.

Peanuts: Snoopy and Friends has a total story wordcount of 515 words.

***Peanuts: Snoopy and Friends* – synopsis**

Peanuts: Snoopy and Friends contains two short stories:

The Kite-eating Tree and the Piano: Lucy loves Schroeder, but Schroeder doesn't talk to her. He just plays his piano. Finally, Lucy kicks his piano into a tree. But it is the kite-eating tree. And no one, not even Snoopy, can stop it from eating Schroeder's piano. Lucy hopes that Schroeder will talk to her now. But Schroeder is very upset and all he can think about is his piano.

The Number One Training School: Peppermint Patty wants to go to a new school. When Snoopy shows her a poster for a new school, she doesn't notice that it is a training school for dogs. Patty goes to the school and even gets a certificate. When Patty finally realises, she goes looking for Snoopy. But Snoopy is hiding.

Peanuts

Published: 1950 – 2000

Genre: comedy

Suitable for: all children

Comic strip and animation:

Snoopy, Charlie Brown, Peppermint Patty and the other characters from *Peanuts* started life as a comic strip in U.S. newspapers. The very popular comic strip, created by Charles M. Schulz, ran from 1950 until Schulz's death in 2000. An animated TV series, TV specials and several films were also made. *The Peanuts Movie* (2015) is the first CGI film and was released to commemorate the 65th anniversary of the comic strip.

Why not try the other Peanuts Popcorn ELT Reader?

- *Peanuts: The Ice-Skating Competition* (level 3)



Popcorn ELT Readers

Teacher's Notes

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Just choose the pages that you need and print!

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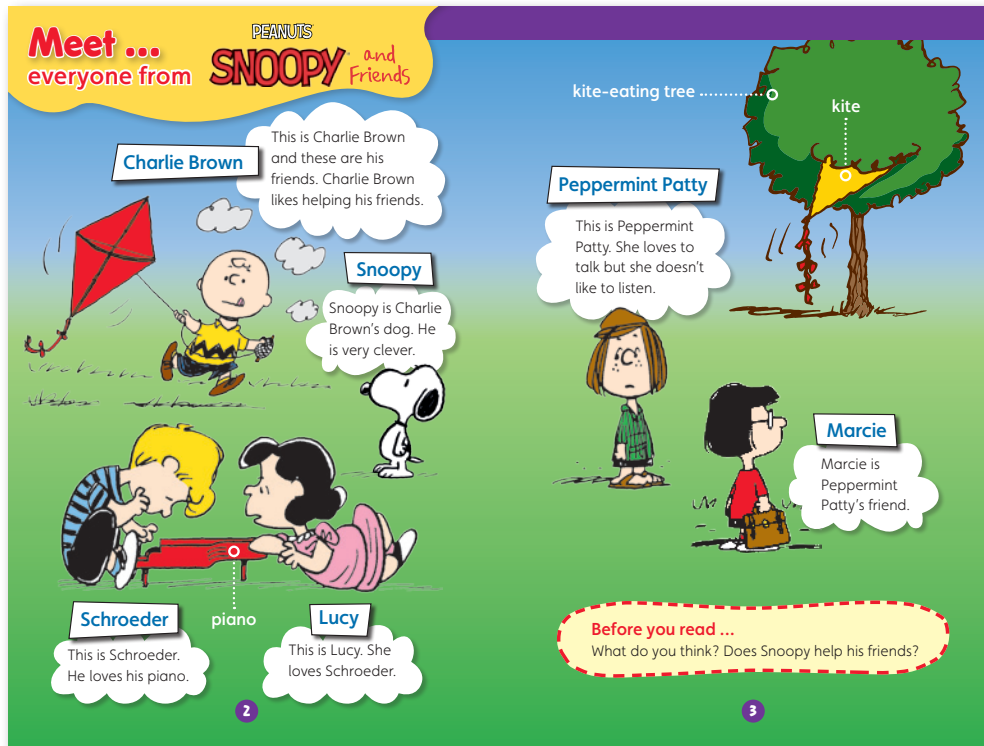




Meet ... everyone from *Snoopy and Friends*

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 characters Snoopy, Woodstock and Charlie Brown?* If anyone knows and likes the characters, talk briefly in L1 about why they like them.
- 2 Look together at the front cover of the book. Ask students to point to the characters as you describe them. Say *Charlie Brown is wearing a yellow T-shirt. Snoopy is a dog. Woodstock is small and yellow. Lucy has dark hair. Schroeder is holding Snoopy. Sally likes pink.*
- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who has a kite? Who likes his piano?*
- 4 Use the pictures on the 'Meet ...' page to pre-teach *kite, tree, kite-eating* and *piano*.
- 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'm very clever.* Students say *You're Snoopy.* 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 students to predict who Snoopy helps. Ask *Who does Snoopy help?*



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.

<p>collar</p> <p>Woof!</p> <p>The dog is wearing a collar.</p>	<p>learn</p> <p>They are learning to swim.</p>	<p>rescue team</p> <p>Here comes the rescue team!</p>									
<p>certificate</p> <p>Good work! Here is your certificate.</p>	<p>expensive</p> <p>The car is very expensive.</p>	<p>training</p> <p>This is a training school for dancing.</p>									
<p>climb</p> <p>She is climbing.</p>	<p>hide</p> <p>They are hiding.</p>	<p>'You're in trouble'</p> <p>You're in trouble!</p>									
<p>poster</p> <p>She put the animal poster in her bedroom.</p>			<p style="color: red; text-decoration: underline;">Verbs</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Present</th> <th style="text-align: left;">Past</th> </tr> </thead> <tbody> <tr> <td>fall</td> <td>fell</td> </tr> <tr> <td>think</td> <td>thought</td> </tr> <tr> <td>learn</td> <td>learnt</td> </tr> </tbody> </table>	Present	Past	fall	fell	think	thought	learn	learnt
Present	Past										
fall	fell										
think	thought										
learn	learnt										


- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?*
- 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.
- 3 The conversational language on this page is *You're in trouble*. We say this when someone has done something wrong. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *fall*, *learn* and *think* 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. *'Oh no!' thought Snoopy*.
- 5 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. Alternatively, for a more energetic version of the activity, they could run to the flashcard.
- 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, 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 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 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.


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 is he thinking? What is he saying?*
- Give students one of the story quizzes on pages 7 and 8 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *She doesn't like the piano. Who is she? (Lucy) She doesn't listen. Who is she? (Peppermint Patty).* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.

After finishing the story you could:

- Do the activities at the back of the reader.
-  Divide the class into groups and give each group a word that is used regularly in the story. You might want to create an action for each word. Play the CD or read a section of the story aloud. Each time students hear their word, they stand up and sit down again, or do the action. For example, for *The Kite-eating Tree and the Piano* give groups the words *piano, tree, Snoopy* and *never*.
- 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.

- In pairs, students retell the story by covering up the text with a sheet of paper and using the comic strip pictures to help them.
-  Put students in teams. Read a sentence of the story that corresponds to one of the pictures from the story, or play this sentence on the CD, e.g. *Snoopy came. He was the rescue team!* (page 9). Ask students to find the picture in their readers. They put their hands up when they find it. The first team to put their hands up, wins a point.
- Ask students to write a short review of one of the stories in the reader. Write on the board:
I think the story The Number One Training School 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.



Story Quizzes (Answer key, page 11)

The Kite-eating Tree and the Piano (1)

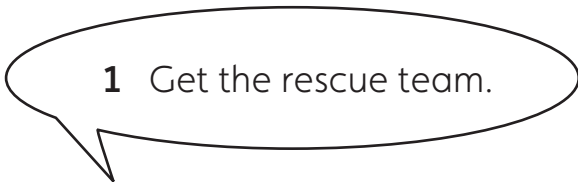
Choose the correct word and complete the sentences.

angry ~~happy~~ horrible hungry sad

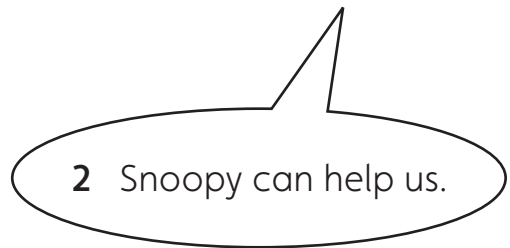
- 1 Schroeder was not~~happy~~..... . 'Help me, someone,' he cried.
- 2 'This tree is eating my piano!' shouted Schroeder.
- 3 'Sorry,' said Charlie Brown. 'This tree's always
- 4 The next day Schroeder was very 'My piano,' he said.
- 5 Lucy was 'You never talk to me,' she said.

The Kite-eating Tree and the Piano (2)

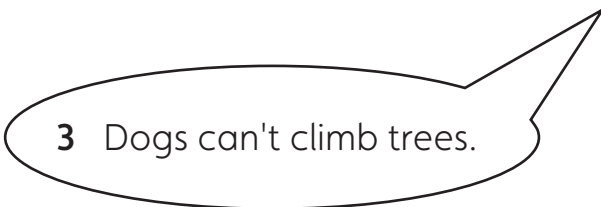
Who says this?



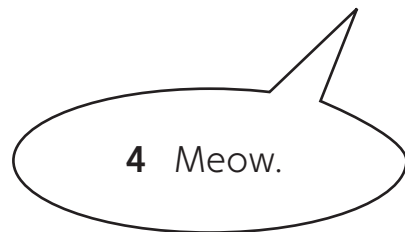
.....Schroeder..... says this.



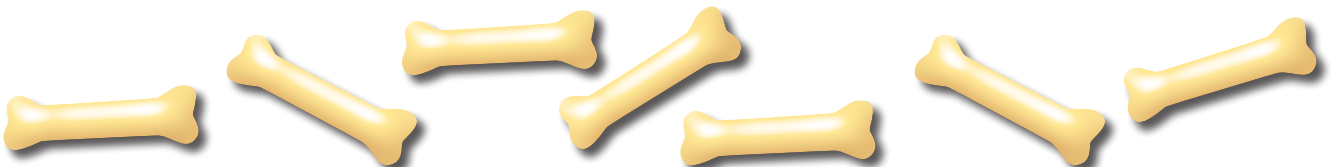
..... says this.



..... says this.



..... says this.






Story Quizzes (Answer key, page 11)

The Number One Training School (1)

Match.

- | | | |
|--------------------------|---|----------------------------------|
| 1 Peppermint Patty |  | a) is Patty's friend. |
| 2 Snoopy | | b) wanted to go to a new school. |
| 3 Marcie | | c) a school for dogs. |
| 4 Patty didn't listen to | | d) Charlie Brown. |
| 5 Patty went to | | e) showed Patty a poster. |

The Number One Training School (2)

Put the questions and sentences from the story in order.

1 now? / I / do / do / What

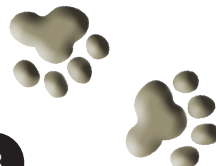
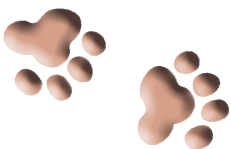
What do I do now?
.....

2 this / Why / have / collar? / do / I
.....

3 wants / Our / your / certificate. / see / to / teacher
.....

4 dog? Where / your / is
.....

5 can't / find / I / him.
.....





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

Dog training

All dogs need training! But what do you say and when?

1 Heel! When do you say it? If your dog wants to run!

2 Sit! When do you say it? If you want to put on your dog's lead.

3 Drop! When do you say it? If your dog finds a shoe!

4 Come here! When do you say it? If your dog is running away!

5 Good boy! / Good girl! When do you say it? If your dog does 1, 2, 3 or 4.

6 Bad dog! When do you say it? If your dog doesn't do 1, 2, 3, or 4.

Do you have a dog? Do you train it? What does it do?

What do these words mean? Find out.
need heel lead drop

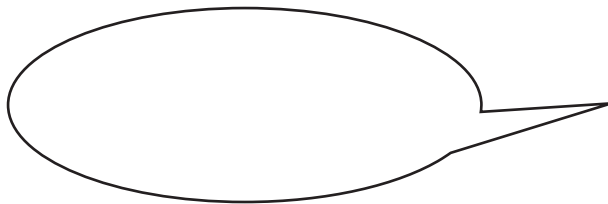
- 1 With books closed, ask students the discussion question from page 27: *Do you have a dog? Do you train it? What does it do?* Talk about these questions with students in L1.
- 2 Tell students to open their books at page 26. In L1, ask those students who have a dog to say which of the things in the pictures their dog does. Then students read and listen to the CD.
- 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 Say some of the phrases from these pages, e.g. *Heel!* Students point to the picture which illustrates each phrase. Now ask faster students to take on your role.
- 5 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). In small groups, students think of another animal that needs training and two phrases they would need the animal to respond to. Students can use their imagination here. They can talk about their own pets, or think of another animal, real or imaginary, e.g. a circus animal, a dinosaur, a dragon, a bug.
- 6 Students complete the worksheet with the information. Display the projects around the classroom for other students to read. Which project did they enjoy most? After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.



Real World: Project

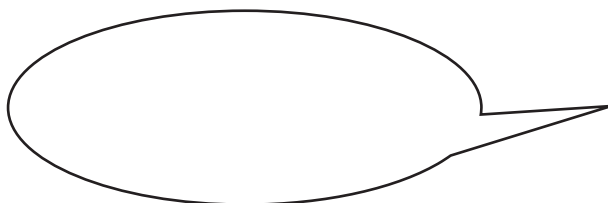
Cross-curricular
content area:
Science

Animal training



When do you say it?

.....



When do you say it?

.....



Answer Key

After you read (page 28)

1 a Lucy b Schroeder c Snoopy d Lucy e Snoopy f Lucy

2 a 4 b 1 c 5 d 3 e 2 f 6



Where's the popcorn?

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

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

Spatial intelligence

- | | |
|------------------------|--------------------|
| a Charlie Brown | d Peppermint Patty |
| b the kite-eating tree | e Marcie |
| c Snoopy | f the piano |

2a

Logical intelligence

- | | |
|---------|-----------|
| i Five | iii Eight |
| ii Nine | iv Three |

2b

Twenty-five

3

Linguistic intelligence

- | | |
|-------------|---------|
| a noisy | c climb |
| b expensive | d hide |

4a

Spatial intelligence

The picture is of Snoopy. Students' own answers.

4b

Intra-personal intelligence

Students' own answers.

Story Quizzes Answer Key (Teacher's notes, pages 7 and 8)

The Kite eating Tree and the Piano (1)

- 1 happy
- 2 horrible
- 3 hungry
- 4 sad
- 5 angry

The Kite eating Tree and the Piano (2)

- 1 Schroeder
- 2 Charlie Brown
- 3 Lucy
- 4 Snoopy

The Number One Training School (1)

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

The Number One Training School (2)

- 1 What do I do now?
- 2 Why do I have this collar?
- 3 Our teacher wants to see your certificate.
- 4 Where is your dog?
- 5 I can't find him.






Imagine ...

Kinaesthetic intelligence

- 1 Students have their books closed. Read the scene to your students. Ask *Who is speaking?* (*Patty and Charlie*) *What comes next?* (*She goes to the new school.*)
- 2 Say *Open your books at page 31*. Put students in pairs and give them a few minutes to practise dialogue A. Let them read the dialogue several times.
- 3 Clear a large space in the centre of the classroom. Call up each pair to act their dialogue. Confident students could try acting the dialogue without looking in their books and could practise dialogue B too.
- 4 The class votes for the student or group who did the best acting. Ask if any students can act out another part of the story.

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  Divide the class into two groups. Ask group A to say lines one and two of each verse, and group B to say the last line. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then swap groups.



Flashcards



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fold

fold

certificate

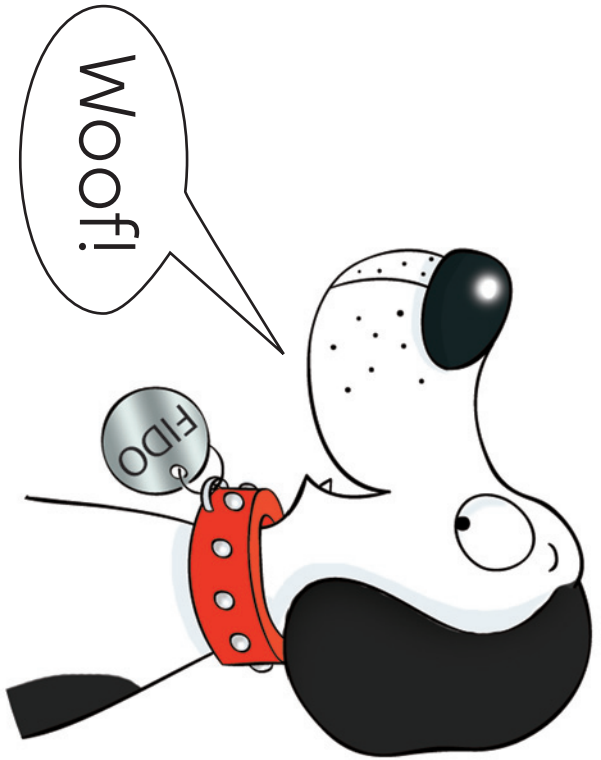
'Good work! Here is
your **certificate**.'

climb

She is **climbing**.

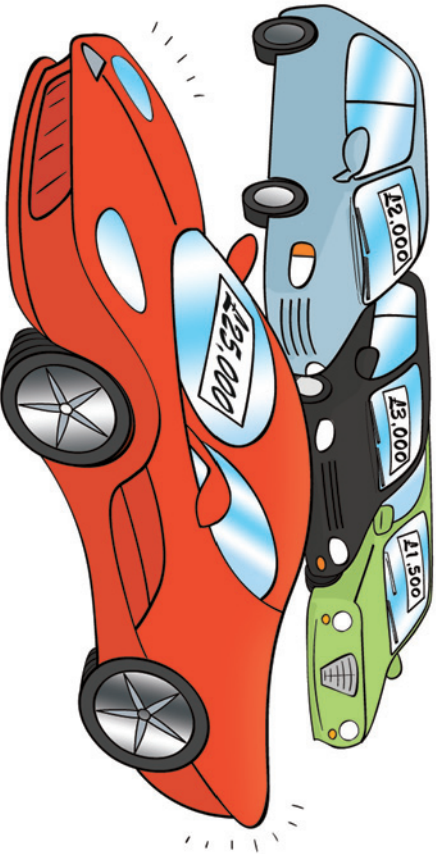


Flashcards



collar

The dog is wearing
a **collar**.



expensive

The car is very
expensive.



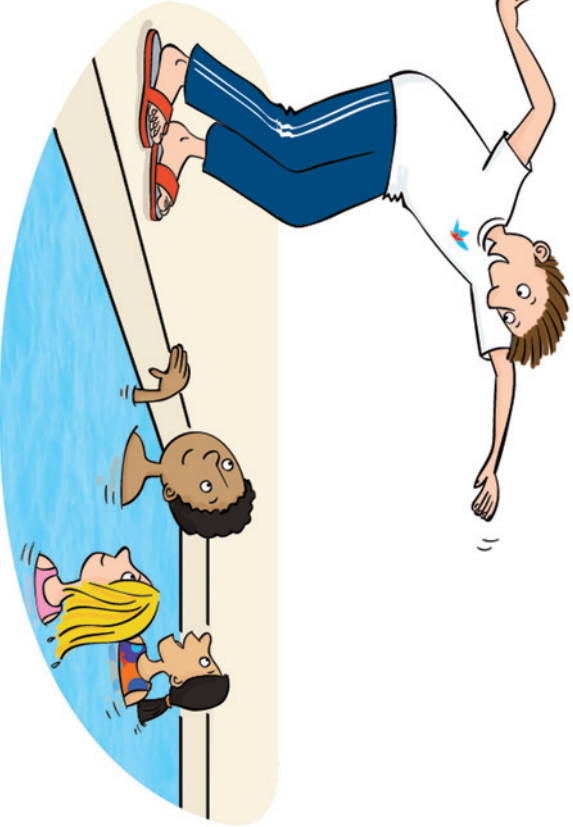
Flashcards



© Scholastic Ltd

hide

They are **hiding**.



© Scholastic Ltd

learn

They are **learning**
to swim.



Flashcards



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fold

fold

poster
She put the animal
poster in her
bedroom.

noisy
'It's very **noisy**!'



Flashcards



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fold

fold

rescue team

Here comes the
rescue team!

training

This is a **training**
school for dancing.



Flashcards

© Scholastic Ltd

fold

'You're in trouble!'