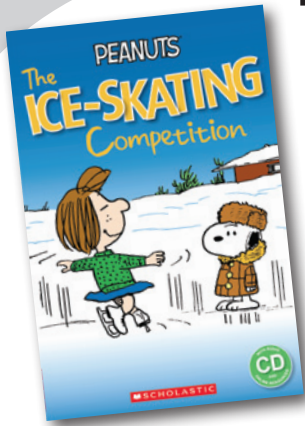


Teacher's Notes



The PEANUTS[®] ICE-SKATING Competition

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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: The Ice-Skating Competition 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.

Peanuts: The Ice-Skating Competition has a total story wordcount of 857 words.

Peanuts: The Ice-Skating Competition – synopsis

There's going to be a big skating competition and Peppermint Patty wants to be in it. Patty decides to ask her friends for help. Patty loves ice-skating but she needs a teacher. She asks Snoopy, but Snoopy is a very grumpy teacher. Patty asks Marcie to make her a new dress, but doesn't listen when Marcie says she can't sew. The dress Marcie makes looks terrible, but luckily Marcie's mum makes a new dress. Charlie Brown's dad is a hairdresser so Patty asks him to change her hair. But he gives her a boy's haircut. Still determined, she puts on a wig and goes to the skating competition, only to find out that it's a roller-skating competition. Patty is upset and she still has to pay Snoopy for the lessons. But Patty has one last idea, she gives Snoopy the wig instead.

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: Snoopy and Friends* (level 2)



Popcorn ELT Readers

Teacher's Notes

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Just choose the pages that you need and print!

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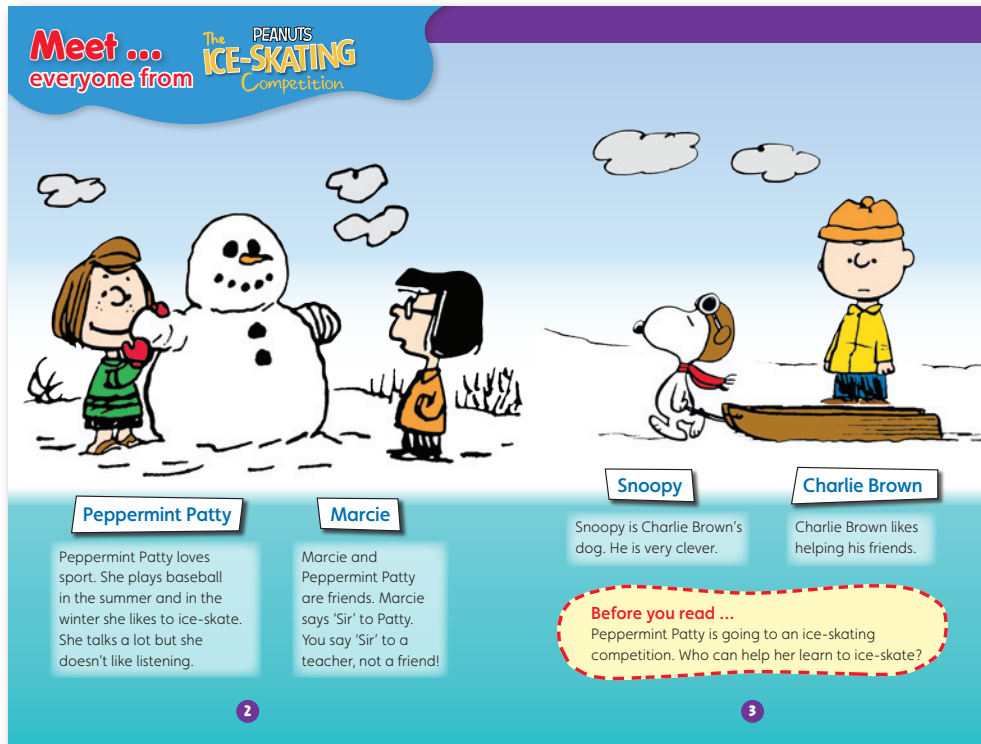




Meet ... everyone from *The Ice-Skating Competition*

The 'Meet ...' page introduces students to the main characters in the story.

This page is recorded on the CD.



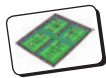
- 1 Look together at the front cover of the book. Ask students *Do you know these characters? (Snoopy and Peppermint Patty.)* If anyone knows and likes the characters, ask them to talk briefly in L1 about why they like them. Elicit *ice-skating*. Ask *What is Patty doing? (She's ice-skating.)* Ask *Is she happy? (Yes)* *Does she like ice-skating? (Yes)*
- 2 Look at the 'Meet ...' page with your class. Describe the characters and ask students to point to the pictures, e.g. *He's wearing blue trousers. (Charlie Brown)* *She's happy. (Patty)* *He's a dog. (Snoopy)* *She's got dark hair. (Marcie)*
- 3 Read the page out loud to the class or play the CD.
- 4 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.
- 5 Read the 'Before you read' question with your class. Ask students to predict who could be a good ice-skating teacher. Don't give the answer at this stage as students will read the story to find out.



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>competition</p>  <p>There are a lot of people in the competition.</p>	<p>grumpy</p>  <p>He is grumpy.</p>	<p>lesson</p>  <p>This is a swimming lesson.</p>	<p>sport</p> <p>What sport do you want to play?</p> 						
<p>haircut / hairdresser</p>  <p>He is at the hairdresser's. He is having a haircut.</p>	<p>roller-skating</p>  <p>They are roller-skating.</p>	<p>wig</p>  <p>He has a lot of wigs.</p>	<p>'I've got an idea!'</p> <p>I've got an idea!</p> 						
<p>dress</p> <p>Do you like my new dress?</p> 	<p>ice-skate / ice skates</p>  <p>She can ice-skate. She is wearing ice skates.</p>	<p>sew</p>  <p>She is sewing some trousers.</p>	<p>Verbs</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td>Present</td> <td>Past</td> </tr> <tr> <td>fall</td> <td>fell</td> </tr> <tr> <td>feel</td> <td>felt</td> </tr> </table>	Present	Past	fall	fell	feel	felt
Present	Past								
fall	fell								
feel	felt								


- 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 *I've got an idea*. We use this when we think of a good way to do something. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *fall* and *feel* 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. *It was my birthday last week. I felt very happy.*
- 5 Do some vocabulary activities to practise the new words (see suggestions opposite).

Vocabulary Activities

- 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.
- Put the class into two teams. One student from each team stands in front of you. Take a flashcard and hide it behind a book. Show a part of the picture. Gradually reveal the picture until one of the students guesses what it is. The first student to say the word wins a point for their team. Continue with other flashcards until every student has had a turn.



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 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? Is he dangerous?*
- 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. *She can't sew. Who is she? (Marcie) 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.
-  Put the class into pairs. Give each pair one of the following letters: C, M, P or S. Students look through the story and find three words from the story which begin with their letter. The words can be names, nouns, adjectives or verbs. For example, for S students could have *Snoopy, shops, short* and *sew*. Put pairs together. They mime, draw or describe their three words in English. Can their classmates guess the words?

-  Give students a section of the story which includes some incorrect words. Play the story on the CD. The students listen and correct the mistakes.
- Ask students to draw a picture of their favourite part of the story. You could then give a few of the pictures to small groups of students, and ask them to put the pictures in the order they happen in the story.
- Ask students to describe the ending of the story. Ask *Do you like the ending?* Discuss with the whole class. Then in small groups, students think of an alternative ending to the story. They either write, draw or roleplay the final scene.
- Ask students to write a short review of the reader. Write on the board:
I thought the story The Ice-Skating Competition was ...
I liked/didn't like reading about ...
My favourite character was ... because ...



Chapter Quizzes (Answer key, page 11)

Chapter 1

What is Patty saying? Write the correct words.

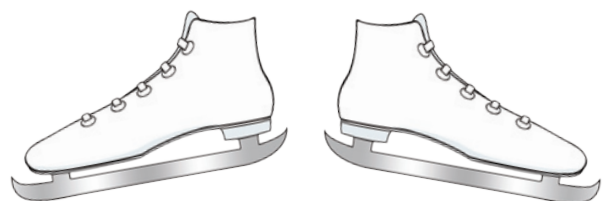
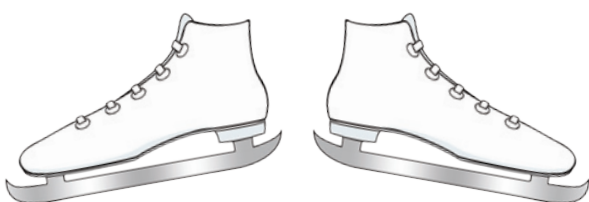
competition grumpy ~~ice-skating~~ lessons money need want

I love **1** ~~ice-skating~~, but Marcie doesn't **2**
to skate with me. I **3** a teacher. There's a big skating
4 soon. Snoopy is **5** but he's a
great teacher. His **6** are 10 dollars. That's a lot of
7 !

Chapter 2

Put the sentences in the correct order.

- a Marcie's mother made a dress for Patty.
- b Patty went to Charlie Brown's house.
- c Patty didn't like the dress.
- d Marcie made a dress for Patty.
- e Patty was very happy.
- f Marcie phoned Charlie Brown.





Chapter Quizzes (Answer key, page 11)

Chapter 3

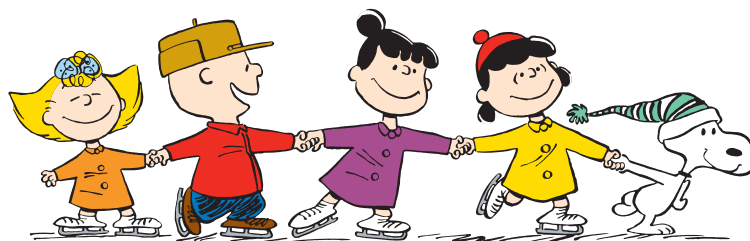
Write ✓ or X.

- 1 Patty loves her new blue dress.
 - 2 Patty wants to change her hair.
 - 3 Marcie cuts Patty's hair.
 - 4 Charlie Brown's dad is a teacher.
 - 5 Patty's hair is now very short.
 - 6 Patty loves her new haircut
-

Chapter 4

Circle the words.

- 1 Marcie *laughs* / doesn't laugh when she sees Patty's wig.
 - 2 Patty *goes on the bus* / *skates* to the competition.
 - 3 There were a lot of *dogs* / *people* at the competition.
 - 4 It's *an ice-skating* / *a roller-skating* competition.
 - 5 When Patty went home, she was *very happy* / *sad*.
 - 6 Patty has to give Snoopy money for *the lessons* / *her new dress*.
 - 7 She gives Snoopy her *ice-skates* / *wig*.
-





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

ICE-SKATING COMPETITIONS



Charlie Brown and his friends love ice-skating! They like to skate outside. Peppermint Patty likes skating competitions. Read about some different ice-skating competitions.



Figure skating
Peppermint Patty does figure skating. In this competition skaters jump and spin. They skate to music. Sometimes they throw their partner very high! This skater can spin on one leg!

Did you know?
These are all Winter Olympic sports. The Winter Olympics are every four years.

Speed skating
In speed skating the ice-skaters skate very fast. Some skaters can go 54 kilometres an hour! These men are skating in the Winter Olympics.





Ice hockey
Ice hockey is a game with two teams. They have to get the puck into the goal with their sticks. The game is dangerous so players wear special clothes.

★ Can you ice-skate? Which ice-skating competition would you like to watch? ★

What do these words mean? Find out.

spin music Winter Olympics team clothes

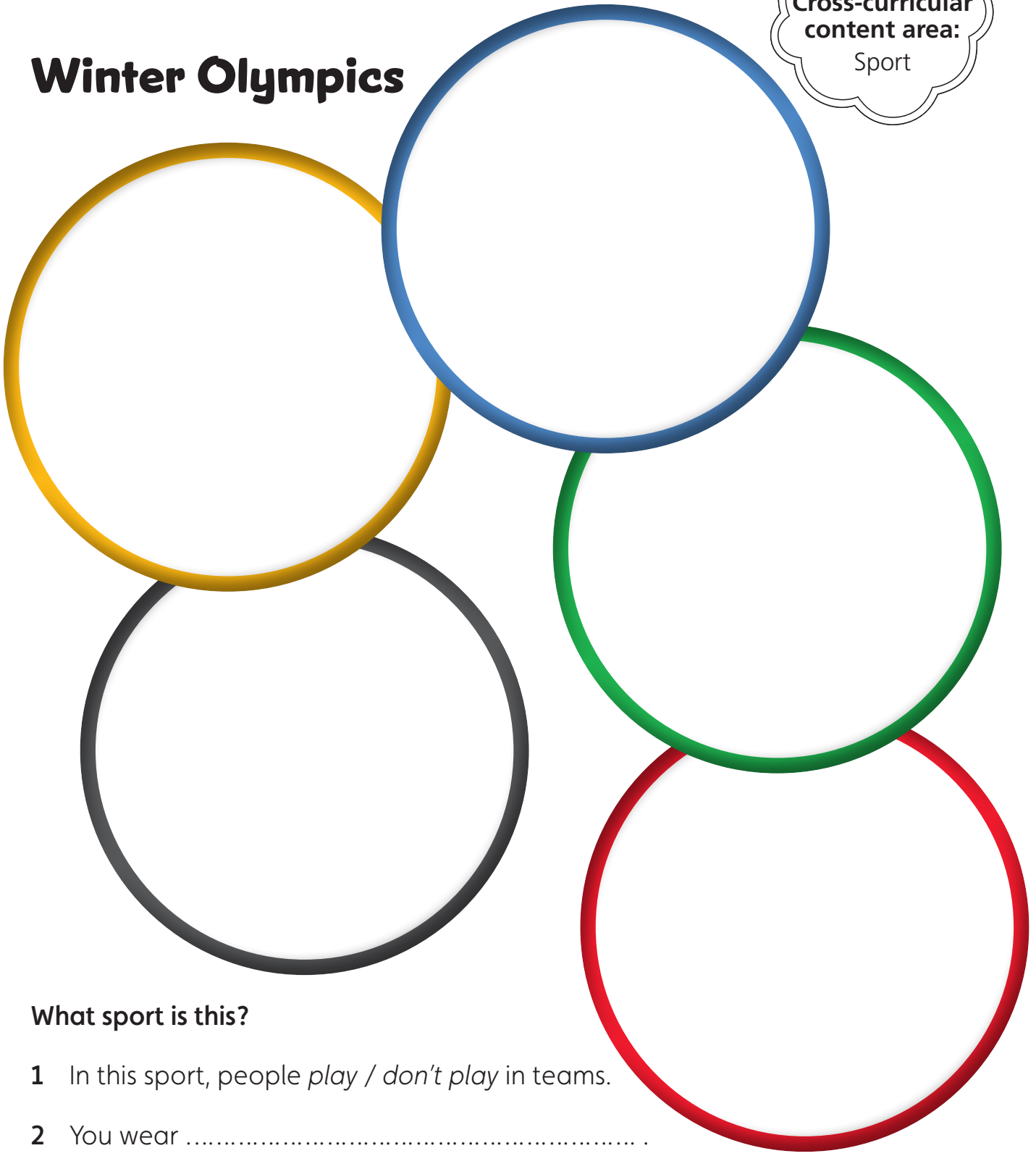
- 1 With books closed, write the words *Winter Olympics* on the board. Ask students to explain in L1 what this event is. Then ask students to name in L1 all the sports they can think of which you can see in the Winter Olympics.
- 2 Tell students to open their books at page 26. Say the names of each of the sports in English and write them on the board. Did students mention any of these sports? Write the following words on the board: *very fast, goal, jump, music, stick*. Then students read and listen to the CD. Ask individual students to come to the board to match each of the words with the sports (*figure skating: jump, music; speed skating: very fast; ice hockey: goal, stick*).
- 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). In pairs, students think of a winter sport: they can use one of the sports already mentioned or think of another. Students complete the answers about their sport. For questions 3 and 4, students complete the answers with things you do in the sport. Inside one or some of the rings ask students to illustrate something typical from the sport. The illustration should not be too obvious but just show part of the equipment/clothes or an item seen from an unusual angle. Children can print off a photo from the Internet and stick this onto the worksheet if they prefer.
- 5 Display the projects around the classroom for other students to read. Can they guess what the sports are? After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.



Real World: Project

Winter Olympics

Cross-curricular
content area:
Sport



What sport is this?

- 1 In this sport, people *play* / *don't play* in teams.
- 2 You wear
- 3 In this sport, people
- 4 Sometimes they
- 5 I *love* / *like* / *don't like* this sport.



Answer Key

After you read (page 28)

- 1 a ✓ b X c ✓ d X e ✓ f X
2 a 1 b 4 c 2 d 4 e 1 f 3



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

Linguistic intelligence

- | | |
|-----------|---------|
| 1 wig | 4 sport |
| 2 haircut | 5 sew |
| 3 lesson | 6 dress |

You can go ice-skating outside in winter.

2

Linguistic intelligence

The six verbs are: *phoned, fell, thought, went, felt, watched.*

3

Spatial intelligence

Snoopy is playing golf.

4a

Linguistic intelligence

Students' own answers.

4b

Kinaesthetic intelligence

Students' own answers.

Chapter Quiz Answer Key (Teacher's notes, pages 7 and 8)

Chapter 1

- | | |
|---------------|-----------|
| 1 ice-skating | 5 grumpy |
| 2 want | 6 lessons |
| 3 need | 7 money |
| 4 competition | |

Chapter 2

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

Chapter 3

- | | |
|-----|-----|
| 1 ✓ | 4 X |
| 2 ✓ | 5 ✓ |
| 3 X | 6 X |

Chapter 4

- 1 doesn't laugh
- 2 goes on the bus
- 3 people
- 4 a roller-skating
- 5 sad
- 6 the lessons
- 7 wig






Imagine ...

Kinaesthetic intelligence

- 1 Tell students that you are going to read the story with some words missing. The students have to say the words that are missing.
- 2 If possible, bring a whistle into class for this activity. Read slowly. Ask students to put their hands up if they think they know the missing word and give them some time to think before asking anyone to answer.
- 3 More confident classes could continue this activity in pairs or small groups, clapping when a word is missed out.

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



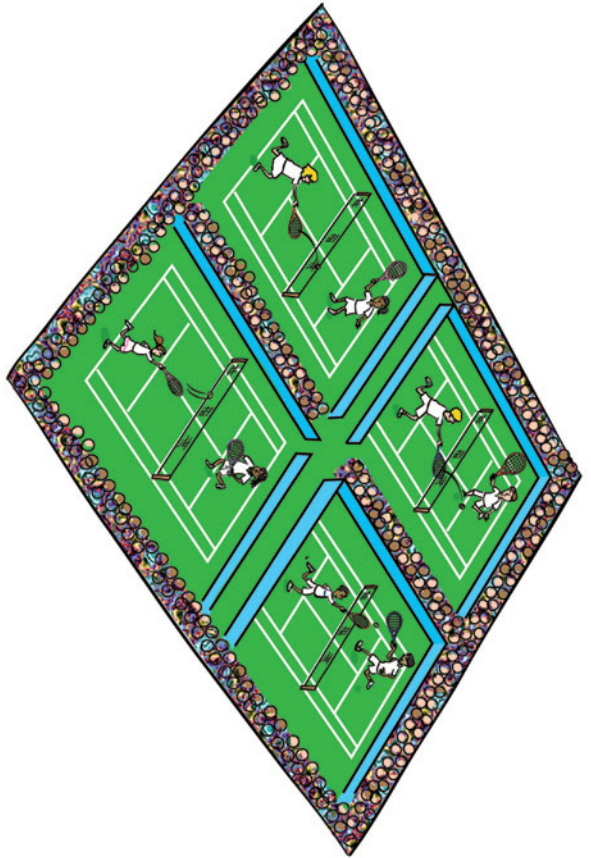
Flashcards



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fold

fold

dress
'Do you like my new
dress?'

competition
There are a lot
of people in the
competition.

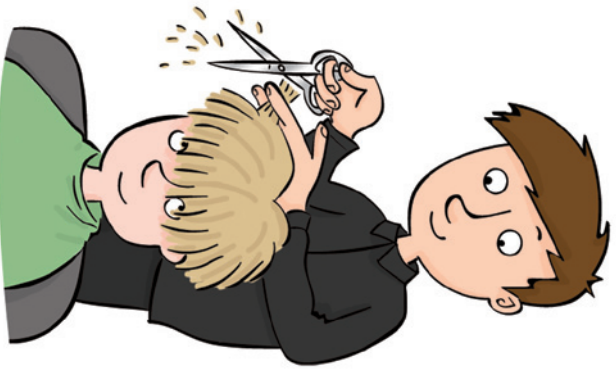


Flashcards



grumpy

He is **grumpy**.



haircut / hairdresser

He is at the
hairdresser's. He is
having a **haircut**.



Flashcards



© Scholastic Ltd

ice-skate / ice skates
She can **ice-skate**. She
is wearing **ice skates**.



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lesson
This is a swimming
lesson.



Flashcards



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fold

fold

sew
She is **sewing** some
trousers.

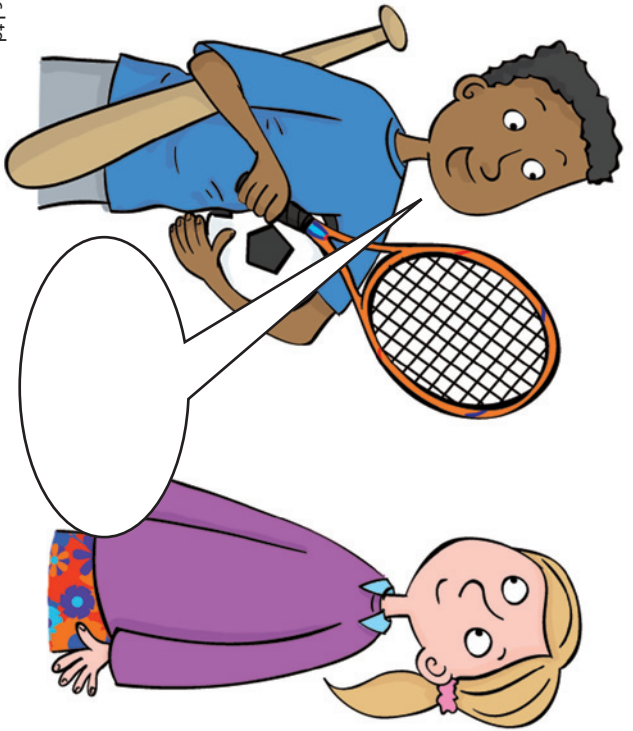
roller-skating
They are
roller-skating.



Flashcards



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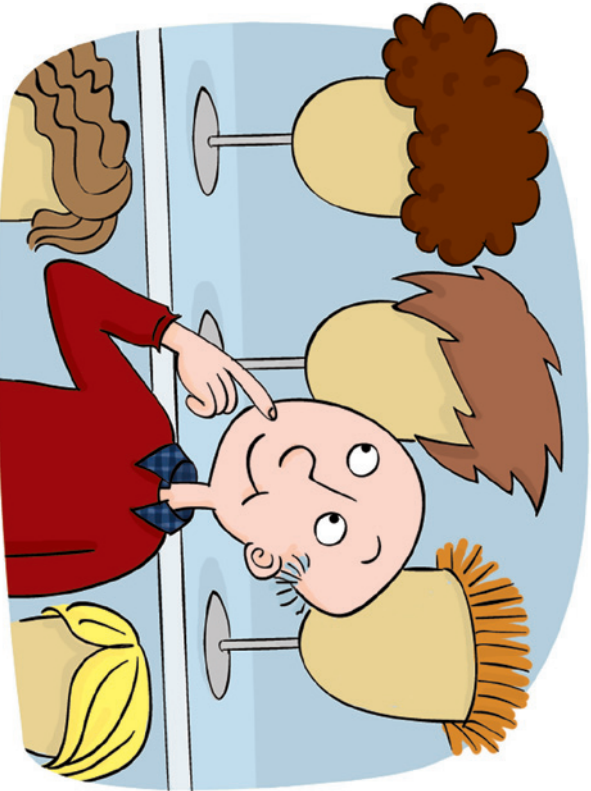


sport

'What **sport** do you
want to play?'

fold

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wig


He has a lot of **wigs**.

fold



Flashcards

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A cartoon illustration of a girl with black hair, a pink shirt, and a surprised expression. She is pointing her right index finger upwards. Above her head is a thought bubble containing a glowing yellow lightbulb. To the right of her head is a large, empty speech bubble. The entire illustration is enclosed in a dashed-line border with scissors at the corners, indicating it is a cutout.

fold

'I've got an idea!'