

Teacher's Notes



MEET THE CROODS

The Croods © 2016 Dreamworks Animation LLC. All Rights Reserved.

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 Meet The Croods 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.

Meet The Croods has a total story wordcount of 189 words.

Meet The Croods – synopsis

Eep tells us about herself and her family. They live in a cave but Eep doesn't like it because it's dark. Her father, Grug, says it's dangerous outside the cave so the family must stay there. The family are often hungry but looking for food is not easy as there are a lot of frightening animals. Eep makes a new friend called Guy. He shows them how to make fire. The Croods aren't afraid of the dark anymore and are ready for new adventures outside the cave.

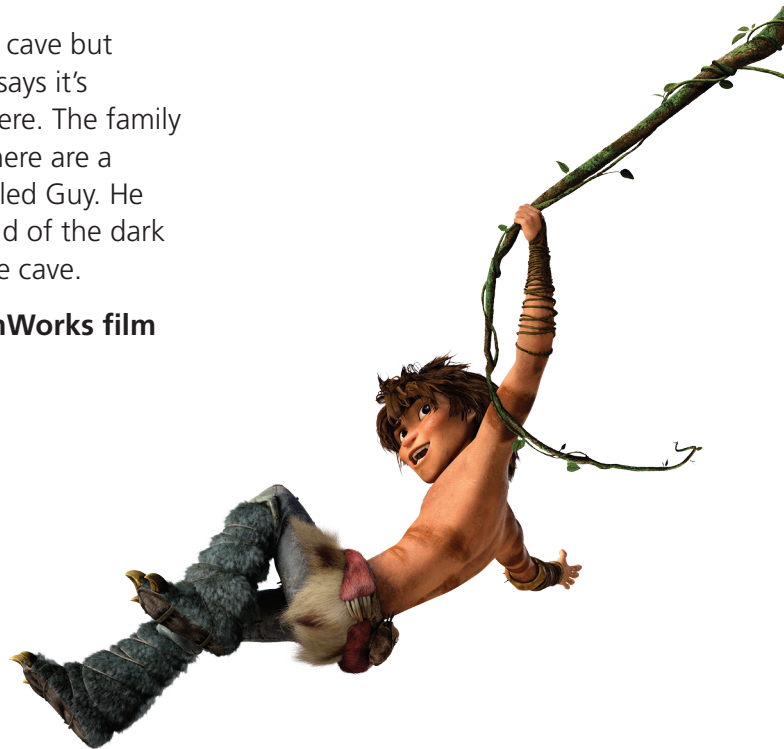
Meet the Croods is adapted from the 2013 DreamWorks film **The Croods**.

The Croods

Film: 2013

Genre: animated comedy

Suitable for: all children



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



Popcorn ELT Readers

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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 story before they start to read.



- 1 Before looking at the book, ask students if they have heard of *The Croods*. Talk briefly in L1 about who they are.
- 2 Look together at the front cover of the book. Point at the group and ask *Are they happy?* (Yes.) Point at Grug and ask *Is he the father?* (Yes.) Then point to Gran and ask *Is she young?* (No.) *Are they in a cave?* (No.) Point to Eep and say *This is Eep.*

OR

 In L1, tell students they're going to see the start of a film about the Croods. Tell them to think about the answers to these questions as they watch: *Where do they live?* *Is the cave dark?* Show the scene 2 of the film where the Croods come out of the cave. Pause the DVD and ask who is going to come out next. Then ask *What are they going to do now?* Students tell you what they think.



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

New Words


<p style="text-align: center;">adventure</p>  <p style="text-align: center;">This is an adventure.</p>	<p style="text-align: center;">cave</p>  <p style="text-align: center;">This is a cave.</p>
<p style="text-align: center;">afraid</p>  <p style="text-align: center;">The boy is afraid.</p>	<p style="text-align: center;">dangerous</p>  <p style="text-align: center;">This animal is dangerous.</p>

family




This is a **family**.

fire



This is a **fire**.

strong



The man is **strong**.

Where's the popcorn?

Look in your book.
Can you find it?

- 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. Practise the soft 'g' sound in 'dangerous'.
- 3 Do some vocabulary activities to practise the new words (see suggestions opposite).



Where's the popcorn?


Tell your class that the popcorn logo is hidden in the reader. Can they find it?
(Answer: page 15)

Vocabulary Activities

- Play a game of charades or pictionary. One student mimes or draws a new word 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.
- 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 of your class, the 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

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.


Read aloud

Once the students have heard the story several times, they can read the story 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 story you could:

- Warm up with a vocabulary activity (see page 4).
- Show students pictures of some of the characters and animals from the story and ask them to find out on what page they first appear. This could be done as a race between teams.
-  Play students a short section of the episode, showing an event that they are going to read about. For example, play scene 6 of the film where Eep meets Guy. Then ask questions in L1, e.g. *Do they know each other? Will they be friends? What do you think they will do now?*


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 story you could:

- Point to a picture e.g. page 5 and ask questions, e.g. *Where is Eep? Is she happy or sad? What is she doing?*
-  Play the film extract that corresponds with the section of the story that students have just read. For example, play scene 3 of the film in which the Croods find their breakfast. 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.
-  Choose a particularly colourful image, e.g. the big lion creature, and ask the children how many colours they can see.

After finishing the story 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.

- Ask students to make a list of words from a particular category used in the story, e.g. places or action verbs, nouns for family members.
-  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 the story aloud. Each time students hear their word, they stand up and sit down again, or do the action. For example, give groups the words *cave*, and *dangerous*.
- 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.



Using film extracts in class

- Use short extracts (one minute 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.

I live in a cave with my family.

This is my mum.

My sister Sandy is very small.

You can't go out of the cave at night.

Come out in the sun.

We want to have an adventure!



Answer Key

After you read (pages 20–22)

1

Linguistic intelligence

- a ii d i
- b iv e iii
- c v

2

Linguistic intelligence

- a dangerous
- b nice
- c angry
- d happy
- e old
- f small

3a

Linguistic intelligence

Top left: brother **bottom left:** sister
top right: dad **bottom right:** mum

3b

Intrapersonal intelligence

Students' own answers.



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader. Can they find it?
(**Answer:** page 15)






Quiz time! (page 23)


- 1 no (Eep doesn't like the cave because it's dark.)
- 2 yes
- 3 no (Thunk is nine.)
- 4 no (Sandy does not speak.)
- 5 no (Sandy is Eep's sister.)



Chant

Musical intelligence

-  This page is recorded on the CD.
-  Say *Open your books at page 24*. 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 the first and third lines of each verse, and group B to say the second and the fourth lines. Both groups say the last 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

-  Listen and read.
Guy's Chant
I'm not afraid of the dark.
I've got fire in my hand.
Now I can see,
Now I understand.

The sun comes again.
The night goes away.
Now I can see,
It's a happy day.
-  Say the chant.

24



Flashcards



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adventure

This is an **adventure**.

fold

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afraid

The boy is **afraid**.

fold



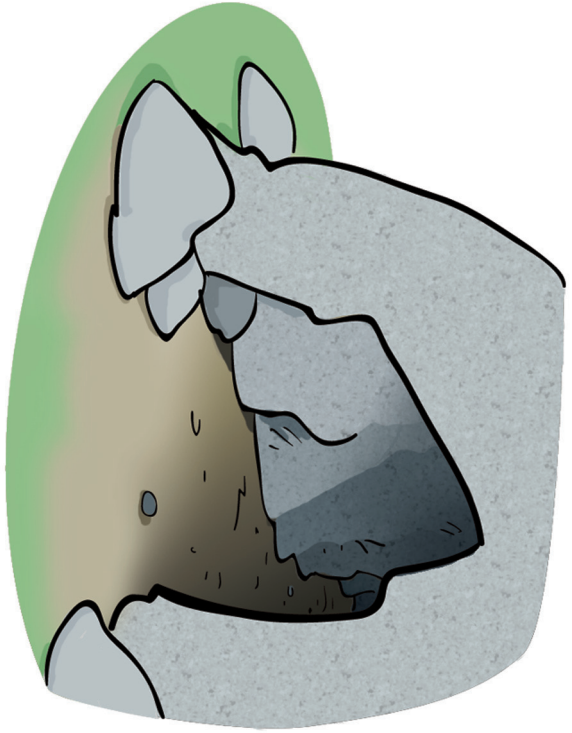
Flashcards



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fold

fold

dangerous
This animal is
dangerous.

cave
This is a **cave.**



Flashcards



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family

This is a **family**.



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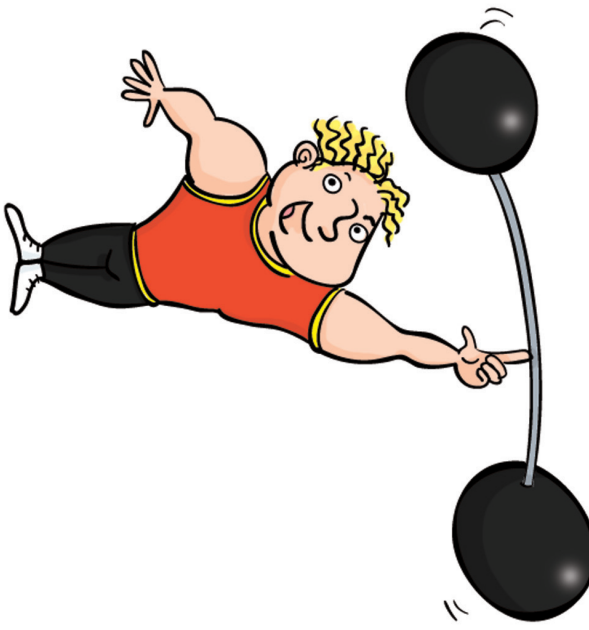
fire

This is a **fire**.



Flashcards

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fold

This man is **strong**.

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Detailed description: This is a flashcard template for a teacher's notes page. It features a dashed-line border. On the left side, there is a vertical dashed line labeled 'fold'. On the top and bottom edges, there are dashed lines with scissors indicating where to cut. The central illustration shows a muscular man with blonde curly hair, wearing a red tank top and black pants, lifting a barbell with two large black weights. The text 'This man is strong.' is written vertically in the center, with the word 'strong' in bold. The copyright notice '© Scholastic Ltd' appears in the top left and bottom left corners. A page number '13' is located in a black circle at the bottom center.