

# Teacher's Notes



## ICE AGE 3 DAWN OF THE DINOSAURS

Ice Age 3: Dawn of the Dinosaurs™ & © 2010 Twentieth Century Fox Film Corporation.  
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 Ice Age 3: Dawn of the Dinosaurs 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.

*Ice Age 3: Dawn of the Dinosaurs* has a total story wordcount of 1111 words.

### **Ice Age: Dawn of the Dinosaurs – synopsis**

Mammoths Manny and Ellie are expecting their first baby. Their friend Diego, a sabre-toothed tiger, doesn't want to settle down. He goes off to look for new adventures. Sid the sloth misses Diego and is jealous of Manny and Ellie. When he comes across three big eggs, Sid decides to look after them. They hatch into baby dinosaurs, but soon the dinosaur mother arrives and takes them away. She also takes Sid. Diego hears Sid's shouts and goes to help. He is followed by Manny, Ellie and Ellie's brothers, Crash and Eddie.

They all follow Sid into a cave, and find themselves in a strange, warm valley full of dinosaurs. They meet Buck, a brave weasel who wants to help them. Ellie starts having her baby, so Manny and Diego stay to help her while the others continue their search for Sid.

Sid, meanwhile, is having fun with his dinosaur family until he gets lost and ends up inside a volcano. Buck, Crash and Eddie manage to rescue him and they all go to meet the new baby mammoth, Peaches. At that moment, a huge dinosaur called Rudy arrives. The friends are in big trouble until the mother dinosaur hears Sid's cries for help and saves everyone. Diego decides he's had enough adventures and is happy to go home with his friends.

### **Ice Age 3: Dawn of the Dinosaurs – the film**

**Released:** 2009

**Genre:** animated adventure

**Suitable for:** all children

**Actors:** Ray Romano (voice of Manny), John Leguizamo (voice of Sid), Denis Leary (voice of Diego), Queen Latifah (voice of Ellie)

**Other Ice Age films:** *Ice Age* (2002), *Ice Age: The Meltdown* (2006)

### **Why not try the other Ice Age Popcorn ELT Readers?**

- *Ice Age* (level 1)
- *Ice Age: The Meltdown* (level 2)

*For ideas on watching extracts from the DVD in class, see pages 3, 5, 6 and 12 of these notes.*



# Popcorn ELT Readers

# Teacher's Notes

## Contents

*Just choose the pages that you need and print!*

Meet ... the animals from <i>Ice Age 3: Dawn of the Dinosaurs</i> (T)	page 3
New Words (T)	page 4
Using the story with your class (T)	pages 5–6
Chapter Quizzes (S)	pages 7–8
Real World (T)	page 9
Real World Project: My Dinosaur (S)	page 10
Answer Key (T)	page 11
Imagine ... / Chant (T)	page 12
New Words Flashcards	pages 13–17

(T) Teacher's notes

(S) Student activities (photocopiable)





# Meet ... the animals from *Ice Age 3*



This page is recorded on the CD.

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



- 1 Before looking at the book, ask (in L1) if anyone has read the Popcorn ELT Readers of *Ice Age* or *Ice Age: The Meltdown*, or seen the films. If so, ask them to tell the class briefly what happened in one or both of the stories.
- 2 Look together at the front cover of the book. Ask *Can you see a dinosaur?* (Yes) Ask *What are the names of the three animals in the middle of the picture?* (Elicit in L1 and teach in English: *mammoth*, *sloth* and *sabre-toothed tiger*. *Sabre* is pronounced /'seiba/.) Talk about the animals' feelings, e.g. *Is he frightened?*

## OR

Tell students (in L1) they're going to see an extract from *Ice Age 3*. Pre-teach the names of the animals in English. Tell them to think about the answers to these questions as they watch: *What are the animals doing? How are they feeling? Why?* Show the scene when Manny and his friends are running with some

water (DVD scene 2). Afterwards, discuss the answers to your questions. Then ask in L1 why Manny was bringing the water. Students tell you what they think.

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who is big? Is it cold? Who is with his brother?*
- 4 Pre-teach *adventure*. (This word also appears 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 slow but I'm very funny*. Students say *You're Sid*. Continue with information about the other characters.
- 7 Read the 'Before you read' question with your class. Ask any students who haven't seen the film to predict the answer.



# New Words

This page is recorded on the CD.

The words on this page are available as flashcards (see pages 13–17 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

What do these new words mean? Ask your teacher or use your dictionary.

**climb**

She is **climbing**.

**fight**

The boys are **fighting**.

**volcano**

A **volcano** is very hot.

**adventure**

I want to have an **adventure**.

**eggs**

These are **eggs**.

**ice**

The **ice** is very cold.

**'What's the matter?'**

What's the matter?

The last **ice age** ended about 10,000 years ago.

**cave**

Look at this **cave**.

**escape**

The man is **escaping**.

**valley**

The house is in a **valley**.

**Verbs**

Present	Past
fall	fell
fight	fought
take	took

- 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 *adventure* from the 'Meet ...' page.
- 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 *What's the matter?* When we think someone has a problem, we use this to ask what the problem is. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *fall*, *fight* and *take* 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. *I took my new book to school.*
- 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.
- Play a game of charades or pictionary, in groups or as a whole class. One student chooses a word and mimes or 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 already 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 film, showing an event that they are going to read about or a character that they are going to meet. For example, play the scene when the friends first see the dinosaurs and meet Buck (DVD scene 8). Ask *What animals live in this valley? The small animal is Buck. What does he look like? Is he frightened of the dinosaurs? Is he going to help everyone?*


**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 nice or horrible? What does he do?*
- 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. *He puts some eggs in a cave. Who is he? (Sid) Buck, Crash and Eddie find Sid. Where is he? (In a volcano)* 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 they have just read. For example, play the scene when Sid looks after the baby dinosaurs (DVD scene 4). After watching, ask students to remember what Sid and the dinosaurs did. Make a list on the board of the things they say. Show the extract again to see how much they remembered.

## 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. action verbs or things in nature (e.g. *cave, nest, valley*).
-  Give students a section of the story with some key words blanked out. They write the missing words as they listen to the story on CD. Alternatively, give students the story with some incorrect words. Students listen and correct the mistakes.

- 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.
- Ask students to write captions for the pictures in the story.
- Ask students to write a short review of the reader. Write on the board:

*I thought the story of Ice Age 3: Dawn of the Dinosaurs was ...*

*I liked / didn't like reading about ...*

*My favourite character was ... 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 11)

## Chapter 1

Circle the words.

- 1 Ellie is going to have a *new home* / baby.
- 2 Diego *is* / *isn't* good with babies.
- 3 Sid finds three *eggs* / *baby sloths*.
- 4 Sid *takes* / *doesn't take* the eggs back.
- 5 Sid falls into a *cave* / *volcano*.

---

## Chapter 2

Put the sentences in the correct order.

- a A big dinosaur walked into the valley.
- b Sid saw some baby dinosaurs.
- c Manny, Ellie, Crash and Eddie went into a cave.
- d Diego went to help Sid.
- e The dinosaur took Sid.

---

## Chapter 3

Who says this?

- 1 'What are you doing here?' ..... Manny .....
- 2 'They want to eat us!' .....
- 3 'Buck is here!' .....
- 4 'This is exciting!' .....
- 5 'Wait for me!' .....



# Chapter Quizzes (Answer key, page 11)

## Chapter 4

Correct the names in these sentences.

Sid

- 1 ~~Diego~~ runs away from a big, hungry dinosaur.
  - 2 Eddie is having a baby.
  - 3 Manny and Buck fight the small dinosaurs.
  - 4 Buck, Crash and Eddie look for Diego.
  - 5 Manny is in a volcano.
  - 6 The new baby's name is Buck.
- 

## Chapter 5

Match.

- |                       |  |
|-----------------------|--|
| 1 Rudy                | a wants to go home.                      |
| 2 Sid                 | b wants to stay in the valley.           |
| 3 The mother dinosaur | c is the biggest dinosaur in the valley. |
| 4 Buck                | d is very hungry.                        |
| 5 Diego               | e shouts for help.                       |
| 6 Rudy                | f runs at Rudy.                          |







# 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**

## DINO SAURS

The last dinosaurs lived 65,000,000 years ago. So how do we know about them? And were they similar to any animals today?

**Footprints**  
We know about dinosaurs because people find skeletons and footprints in rocks and caves.

**skeleton**

**Reptiles**  
Dinosaurs were very big reptiles. Reptiles are animals with cold blood, for example, lizards. They don't like the cold. They sit in the sun to keep warm. Some reptiles sleep in winter.

**Footprint** **rock**

**nest** **ostrich**

**Dinosaurs and birds**  
Dinosaurs made nests and had eggs. Some dinosaurs also had feathers. Some birds today are similar to dinosaurs, for example, the ostrich.

But dinosaurs couldn't fly. At the same time as the dinosaurs, there were other reptiles that could fly, for example, pterodactyls.

**skeleton of a pterodactyl**

**Did you know?**

- The biggest dinosaurs were more than 30 metres long and 15 metres tall.
- Tyrannosaurus Rex was one of the most dangerous dinosaurs. People call it 'T-Rex'.
- One of the smallest dinosaurs, compsognathus, was only about 65 centimetres long.

**What other reptiles do you know?**

**What do these words mean? Find out.**  
similar blood keep warm birds feathers

- 1 With books closed, ask *What animal is Rudy? (A dinosaur) How big was the biggest dinosaur?* In L1, students guess the height and length, relative to the size of the classroom. Ask *How do we know about dinosaurs?* Elicit some ideas in L1.
- 2 Tell students to open their books at page 26 and look at the pictures. Compare students' answers to your questions with the information in the book. Teach *rock*, *skeleton* and *footprint* by looking at the pictures.
- 3 Students read each section, or read and listen to the CD.
- 4 Look at the word box. Ask students if they know what these words mean in their language. You might like students to use a dictionary to check meaning.
- 5 Ask students the question in the red circle. Discuss as a class. Write students' ideas on the board, giving help with the English words for the reptiles where necessary.
- 6 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to research information about a species of dinosaur, either at home or in the school library, using books or the Internet. They complete the text about their chosen dinosaur and draw or stick a picture of it in the space provided.
- 7 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.



# Real World: Project

Cross-curricular  
content area:  
Science

## My Dinosaur

This is a .....

It lived in .....

It was ..... metres tall and ..... metres long.

It had .....

It liked eating .....

The last ..... lived about ..... years ago.



# Answer Key

## After you read (page 28)

- 1 a iii b v c i d iv e ii
- 2 1 dinosaur  
2 Manny, Ellie, Crash, Eddie  
3 valley  
4 dinosaurs
- 5 Buck  
6 volcano  
7 Rudy  
8 baby




### Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.  
Can they find it? (Answer: page 32)


## 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** 
- a cold, v  
b frightened, iv  
c strong, i
- d angry, ii  
e hungry, iii

- 2  
**Inter-personal intelligence** 
- Students' own answers.

- 3  
**Naturalistic intelligence** 
- a fly  
b eggs  
c lived many years ago  
d animals

- 4  
**Spatial intelligence** 
- a mammoth  
b sloth  
c tiger
- d dinosaur  
e possum

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

### Chapter 1

- 1 baby  
2 isn't  
3 eggs
- 4 doesn't take  
5 cave

### Chapter 2

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

### Chapter 3

- 1 Manny  
2 Eddie  
3 Buck
- 4 Diego  
5 Sid

### Chapter 4

- 1 Diego Sid  
2 Eddie Ellie  
3 Buck Diego
- 4 Diego Sid  
5 Manny Sid  
6 Buck Peaches


### Chapter 5

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






## Imagine ...

### Kinaesthetic intelligence

- 1  Tell students that they are going to act out some scenes from the story. If you have time, play the scene from the film when everyone meets baby Peaches for the first time (DVD scene 17). Tell students to notice the characters' movements and voices so that they can act them out later
- 2 Say *Open your books at page 31*. Students look at the pictures, find them in the story, and read those pages of the story again.
- 3 In pairs, they take turns to say a line from the story in the style of their character, e.g. a student says *I want some adventures* in Diego's voice. Their partner guesses which picture the line corresponds to.
- 4 Choose some students to perform their lines for the whole class.

## 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 1 to say lines 1 and 2 of each verse, and group 2 to say lines 3 and 4. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then swap groups.
  - 3 As a class, students invent some actions to go with the chant, e.g. gesturing long tusks for *mammoth*, a long skinny body or an eye patch for *weasels*. Students now do the actions as they say the chant.



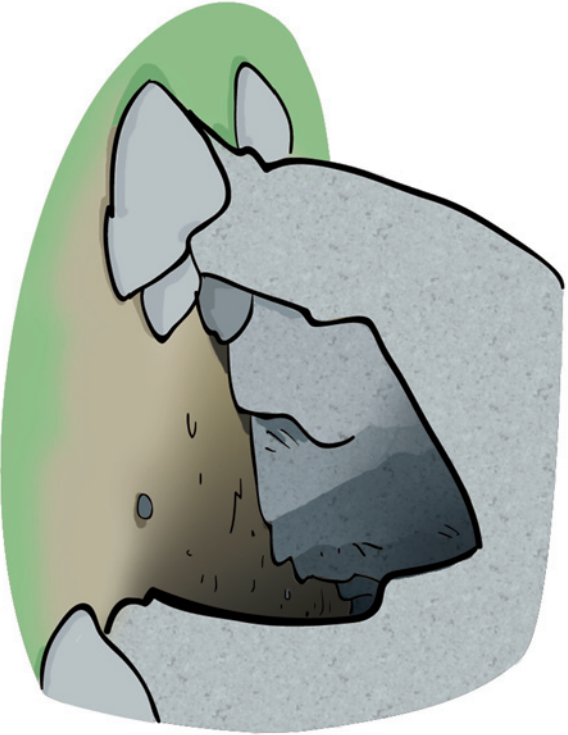
# Flashcards



© Scholastic Ltd

**adventure**

I want to have an  
**adventure.**



© Scholastic Ltd

**cave**

Look at this **cave.**





# Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

**eggs**  
These are **eggs**.

**climb**  
She is **climbing**.



# Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

**fight**

The boys are **fighting**.

**escape**

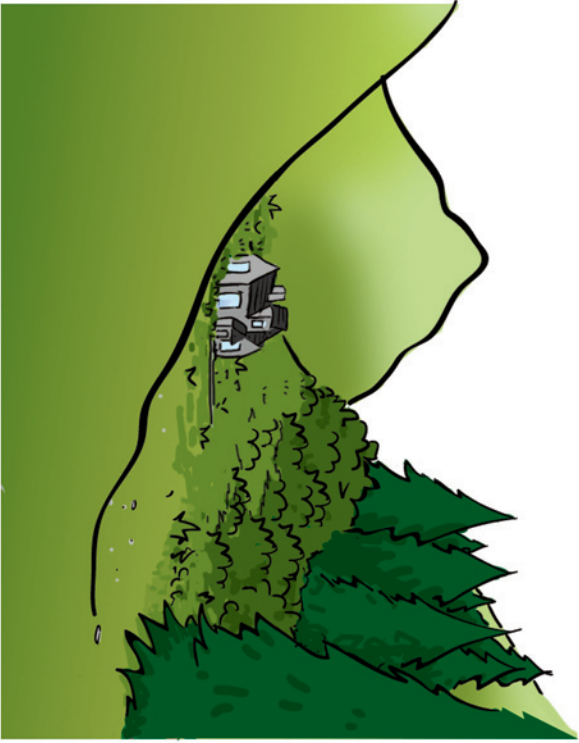
The man is **escaping**.



# Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

**valley**  
The house is in a  
**valley.**

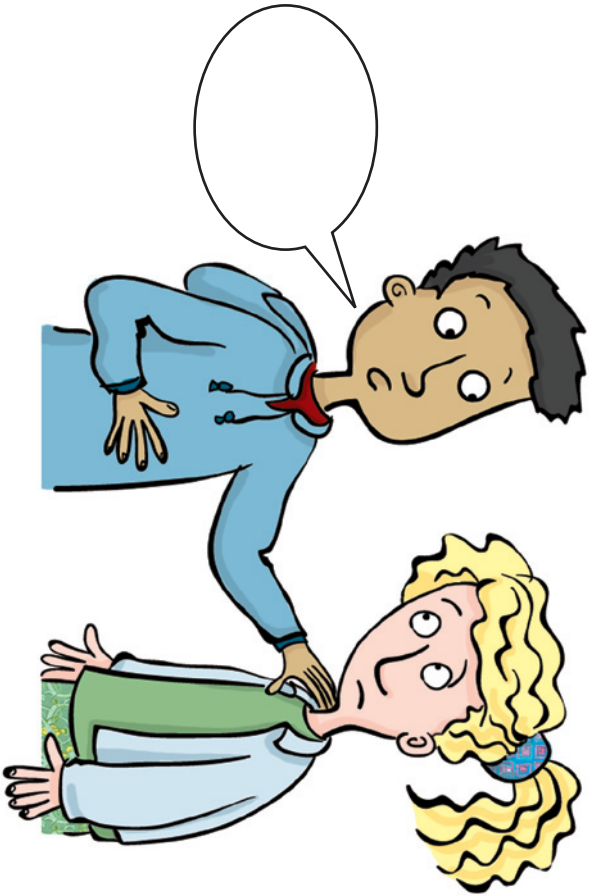
**ice**  
The **ice** is very cold.



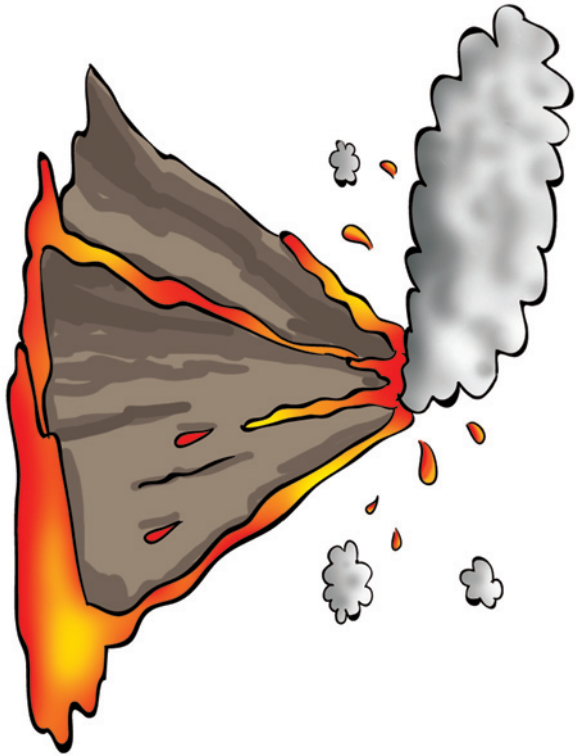
# Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

'What's the matter?'

**volcano**  
The **volcano** is very  
hot.