

## Teacher's Notes



The Penguins of Madagascar © 2012  
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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 Penguins of Madagascar Popcorn ELT Reader.*

### Level 1

Popcorn ELT Readers level 1 is for students who are beginning to read in English, based on a 200 headword list. There are no past tenses at this level.

*The Penguins of Madagascar* has a total story wordcount of 547 words.

### ***The Penguins of Madagascar: The Lost Treasure of The Golden Squirrel – synopsis***

The penguins are looking for treasure at New York Zoo. Suddenly they see King Rat who has found a gold key. It is the key to the lost treasure of the Golden Squirrel. The penguins fight with King Rat and the key is lost.

King Julien finds the key and, with the penguins, goes looking for the treasure. They meet Granny Squirrel who tells the friends where to look but says that the treasure is a dangerous trap. The penguins find a secret room and a map under their friend Marlene's house. But King Rat manages to get the map and the key and finds the treasure first.

Granny Squirrel tells each of the penguins to look into the eyes of the Golden Squirrel in order to see their dreams. The penguins dream they are rich or strong or popular. Each penguin believes the treasure can make his dream come true. The penguins start to fight for the treasure. King Julien dreams he is happy. He realises he doesn't need the treasure and gives it all to King Rat. The treasure is very heavy and King Rat falls with it into a big dark hole. The penguins and their friends are saved.

### ***The Penguins of Madagascar: The Lost Treasure of The Golden Squirrel***

**Released:** 2010

**Genre:** animated comedy

**Suitable for:** all children

**Actors:** Tom McGrath as Skipper, Jeff Bennett as Kowalski, Debbie Reynolds as Granny Squirrel

**Other films:** This episode is from the second season of the TV series *The Penguins of Madagascar*.

### ***Why not try the other Madagascar Popcorn ELT Readers?***

- *Madagascar* (level 1)
- *Madagascar: Escape to Africa* (level 2)
- *Madagascar 3* (level 3)

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



# Popcorn ELT Readers

# Teacher's Notes

## Contents

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

Meet ... the animals from <i>The Penguins of Madagascar</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: A bird from my country (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 ... the animals from *The Penguins of Madagascar*

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 if they know the penguins from the *Madagascar* films. Ask students to tell you briefly in L1 what they know about these characters.
- 2 Look at the front cover of the book. Point to the penguins. Say *These are the penguins. Are they big or small? (They are small.) What colour are they? (Black and white.)* Point to King Rat and say *This is King Rat.*

OR

In L1, tell students they're going to see part of a TV episode with King Rat. Tell them to find out the answer to this question as they watch: *What has King Rat got?* Show the scene near the start of the episode when King Rat finds the key. After watching the episode, elicit *key*. Now ask *What can he do with the key?* Elicit *find treasure*.

- 3 Look at the 'Meet ...' page with your class. Ask some questions about the characters in the pictures, for example, *What animal is Fred? Is Granny Squirrel old?* Say some of the characters' names and ask students to guess if they are good or bad. Students call out *good* or *bad*.
- 4 Read the page out loud to the class or play the CD.
- 5 Students close their books. Play a game of Who Am I? For example, say *I am old*. Students say *You're Granny Squirrel*. Continue with information about the other characters, for example say *I am very small*. Students say *You're Mort*. With stronger classes, ask students to take over your role.
- 6 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 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><b>fall</b></p> <p>The cat is <b>falling</b>.</p>	<p><b>key</b></p> <p>This is a <b>key</b>.</p>	<p><b>trap</b></p> <p>It's a <b>trap</b>!</p>
<p><b>clever</b></p> <p>She is <b>clever</b>.</p>	<p><b>fight</b></p> <p>The boys are <b>fighting</b>.</p>	<p><b>map</b></p> <p>Look at this <b>map</b>!</p>	<p><b>treasure</b></p> <p>There is a lot of <b>treasure</b>.</p>
<p><b>dream</b></p> <p>He is <b>dreaming</b>. / He has a <b>dream</b>.</p>	<p><b>find</b></p> <p>I can't <b>find</b> my shoe!</p>	<p><b>strong</b></p> <p>The man is <b>strong</b>.</p>	<p><b>'Look out!'</b></p> <p><b>Look out!</b></p>
<p>What does the title <i>The Lost Treasure of the Golden Squirrel</i> mean? Ask your teacher.</p>			

- 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 *key* and *treasure* from the 'Meet ...' pages.
- 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. Practise the pronunciation of *treasure*.
- 3 The conversational language on this page is *Look out!* We use this to warn people of danger. Say it several times and ask pupils to repeat.
- 4 Tell students that the title of the book is *The Lost Treasure of the Golden Squirrel*. Discuss the meaning of the title in L1.
- 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.
- 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, 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.
-  Show students a short section of the TV 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 when the friends are in Marlene's house, ask *Who is she? What are the penguins doing? Why are they in her house? 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 good or bad? What is he doing?*
- 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's grey and he's big. Who is he? (King Rat) Mort finds it. What is it? (the map).* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play an extract from the TV episode that corresponds with the section of the story that they have just read. For example, play the scene in which the friends find the hole under Marlene's house and Mort finds the map. After watching, ask students what they saw. Make a list on the board, then show the extract again to see how well they remembered it.

## After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of words of a particular category used in the story, e.g. verbs.
-  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, give groups the words *key, treasure, map* and *dream* for Chapters 1 and 2 of *The Penguins of Madagascar*.

- Put students in teams. Describe an event from the story e.g. Granny Squirrel looking at the map. Ask students to find the page number in their reader (*page 12*). The first team to find the page gets the point.
- Ask students to create a map of where the characters go in the story. They could draw in details such the zoo, Fred's tree, Marlene's house and the treasure room.
- Ask pupils to write a short review of the reader. Write on the board:

*I think the story of The Lost Treasure of the Golden Squirrel 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.



### 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

Write the names.

- 1 ..... Kowalski and Rico..... see King Rat.
  - 2 ..... fights King Rat for the key.
  - 3 ..... loves treasure.
  - 4 Skipper asks ..... about the treasure.
  - 5 ..... says, 'The treasure is a trap!'
- 

## Chapter 2

Who says this?

Fred    Granny Squirrel    King Rat    ~~Marlene~~

1 There's nothing here.

.....  
Marlene.....

3 I want that map!

2 I can understand the pictures.

4 The answer is in your dream.

## Chapter 3

Correct the mistakes.

King Rat

- 1 ~~Skipper~~ finds the treasure first.
- 2 In Skipper's dream, he is strong and happy.
- 3 In King Julien's dream, he is sad.
- 4 King Julien wants the treasure.



# 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**

## PENGUINS

Everyone likes penguins! Let's read about this bird.

**Where do penguins live?**  
Some penguins live in cold Antarctica. There are penguins in Australia and South Africa too. It is hot there.

**Can penguins fly?**  
Penguins can't fly. They walk very slowly but they love swimming! They swim underwater.

**Did you know ...?**

- Penguins can be big or small.
- The Emperor penguin lives in Antarctica.
- The Little Blue penguin lives in South Australia.

**What birds live in your country?**

**Young penguins**  
Young penguins can't swim because they have soft feathers. They can swim after a year. They have strong, new feathers then.

**What do these words mean? Find out.**  
bird fly swim / swimming soft feathers

cm 100 90 80 70 60 50 40 30 20 10

26 27

- 1 With books closed, ask *Where do penguins live?* Elicit in L1 what facts students know about penguins. Write them on the board.
- 2 Tell students to open their books at page 26. Students look at the pictures. In L1, ask which things they expected to see, and which were a surprise. Look at the map together and find out where penguins live.
- 3 Students read each section or read and listen to the CD. Students look at the information on the board again. In L1, discuss which of these facts are mentioned in the text and which are not.
- 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 As a class, discuss answers to the question in the red circle on page 27.
- 6 Give each student a copy of the 'Project' worksheet (see page 9 of these notes). Encourage them to research information about a bird that lives in their country. Students find out what the bird eats and information about its habitat. They can work either at home or in the school library, using books or the Internet. They then complete the text, including a description of their bird. They draw or stick a printed picture of it in the space provided, and perhaps draw a nest or habitat in the background.
- 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

## A bird from my country

Draw or stick a photo here.

This is a .....

It is ..... and .....

It has got .....

It eats .....

It lives in .....



# Answer Key

## After you read (page 28)

- 1 a ✓ b ✗ (King Julien finds the key.) c ✓ d ✓ e ✗ (Mort finds the treasure map.)  
f ✗ (Rico is very strong in his dream.) g ✓
- 2 a iv b iii c i d ii e v



### 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 Spatial intelligence

- a penguin c rat  
b squirrel d treasure

#### 2 Logical intelligence

The first message reads *The treasure is here.*  
(It is written backwards.)

The second message reads *What is your dream?*  
(It has the wrong spaces between the words.)

#### 3 Spatial intelligence

- a ii d iv  
b i e iii  
c v

#### 4 Intra-personal intelligence

Students' own answers.

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

### Chapter 1

- 1 Kowalski and Rico
- 2 Skipper
- 3 King Julien
- 4 Fred
- 5 Granny Squirrel

### Chapter 2

- 1 Marlene
- 2 Fred
- 3 King Rat
- 4 Granny Squirrel


### Chapter 3

- 1 King Rat (not *Skipper*)
- 2 clever (not *happy*)
- 3 happy (not *sad*)
- 4 doesn't want (not *wants*)






## Imagine ...

### Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in groups of three. Ask each student to pick one of the characters on the page.
- 2  If you have time, play some of the final scene from the episode when King Julien sees his dream and King Rat falls with the treasure. Students watch the different characters' movements in the scene.
- 3 Clear a large space in the centre of the classroom. Each group practises the scene. They mime the action first and then act it out with the words.
- 4 Each group takes it in turns to act out the scene in front of the 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  Play the CD or say the chant yourself while clapping the rhythm of the chant. Ask students to clap with you.
  - 3 Play the CD again or say the chant yourself. Students say the chant and clap at the same time. Practise several times.



# Flashcards



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fold

fold

**dream**  
He is **dreaming**./He  
has a **dream**.

**clever**  
She is **clever**.



# Flashcards



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fold

fold

**fight**

The boys are **fighting**.

**fall**

The cat is **falling**.





# Flashcards



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fold

fold

**key**  
This is a **key**.

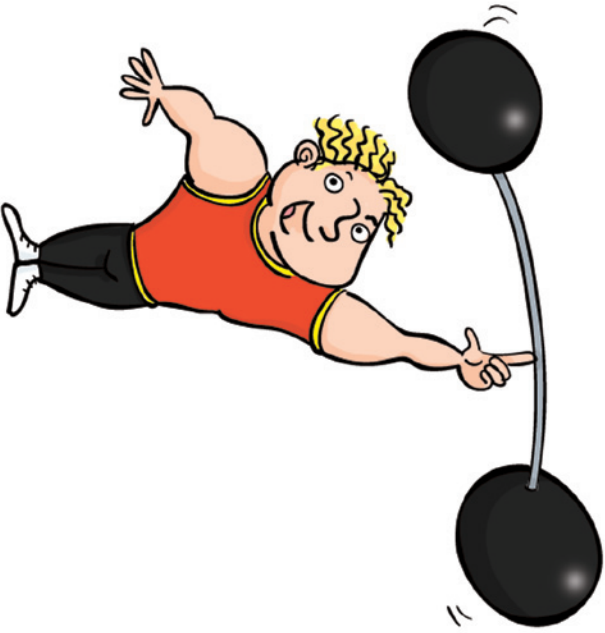
**find**  
'I can't **find** my shoe!'



# Flashcards



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fold

fold

**strong**  
The man is **strong**.

**map**  
'Look at this **map**!'



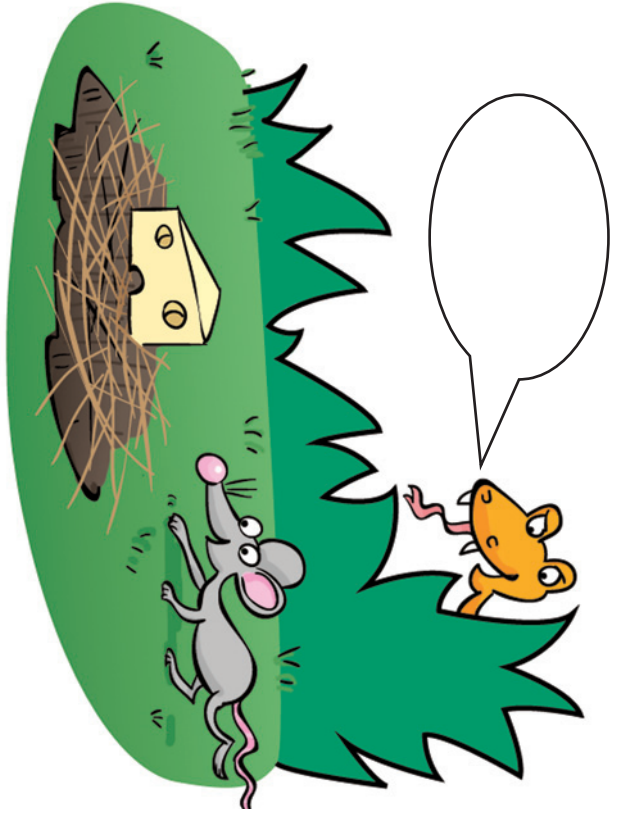
# Flashcards



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fold

fold

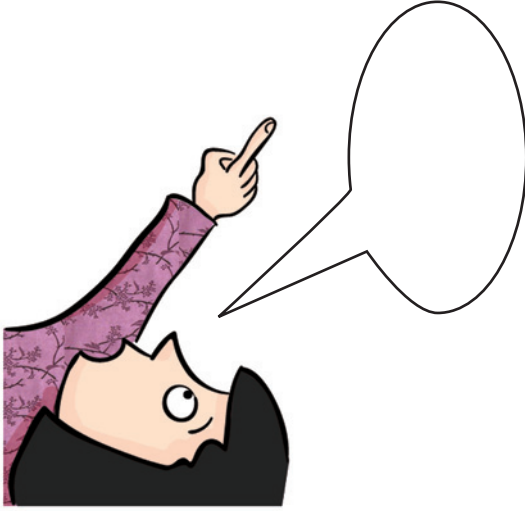
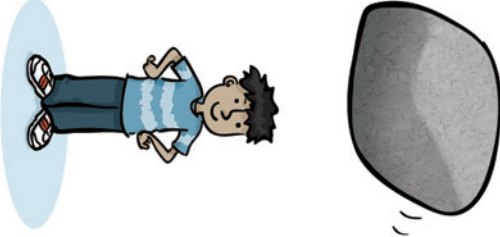
**treasure**  
There is a lot of  
**treasure.**

**trap**  
'It's a **trap!**'



# Flashcards

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fold

'Look out!'

