

# The wise, old woman and the crocodile



Adapted from a story by Magareth Ismael  
Pictures by Frank Misi

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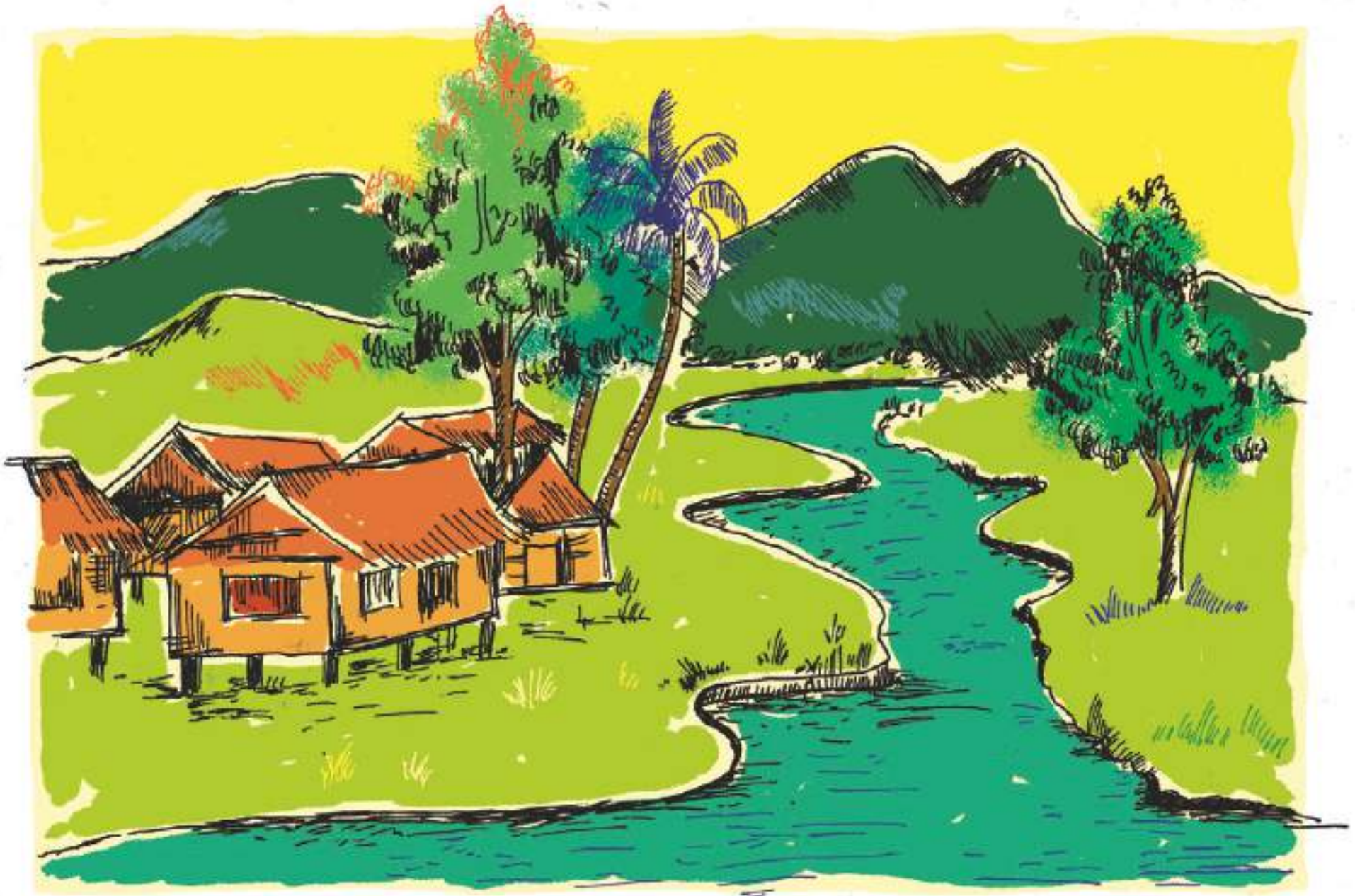
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# The wise, old woman and the crocodile



Adapted from a story by **Magareth Ismael**  
Year 4, Mbokona Primary School  
Pictures by **Frank Misi**





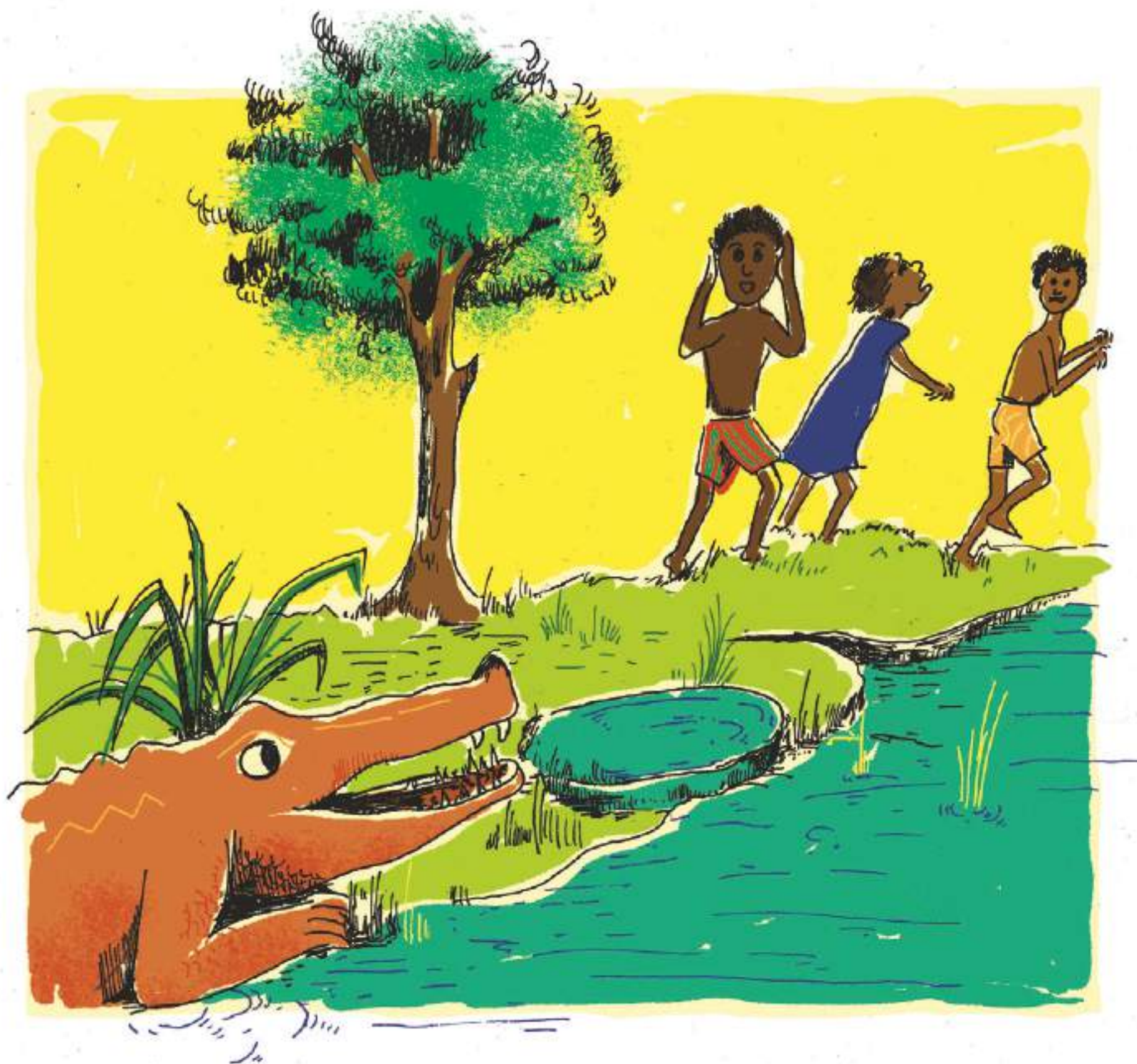
Tamanu village was near the mouth of a big river. In this village, there lived a wise, old woman.





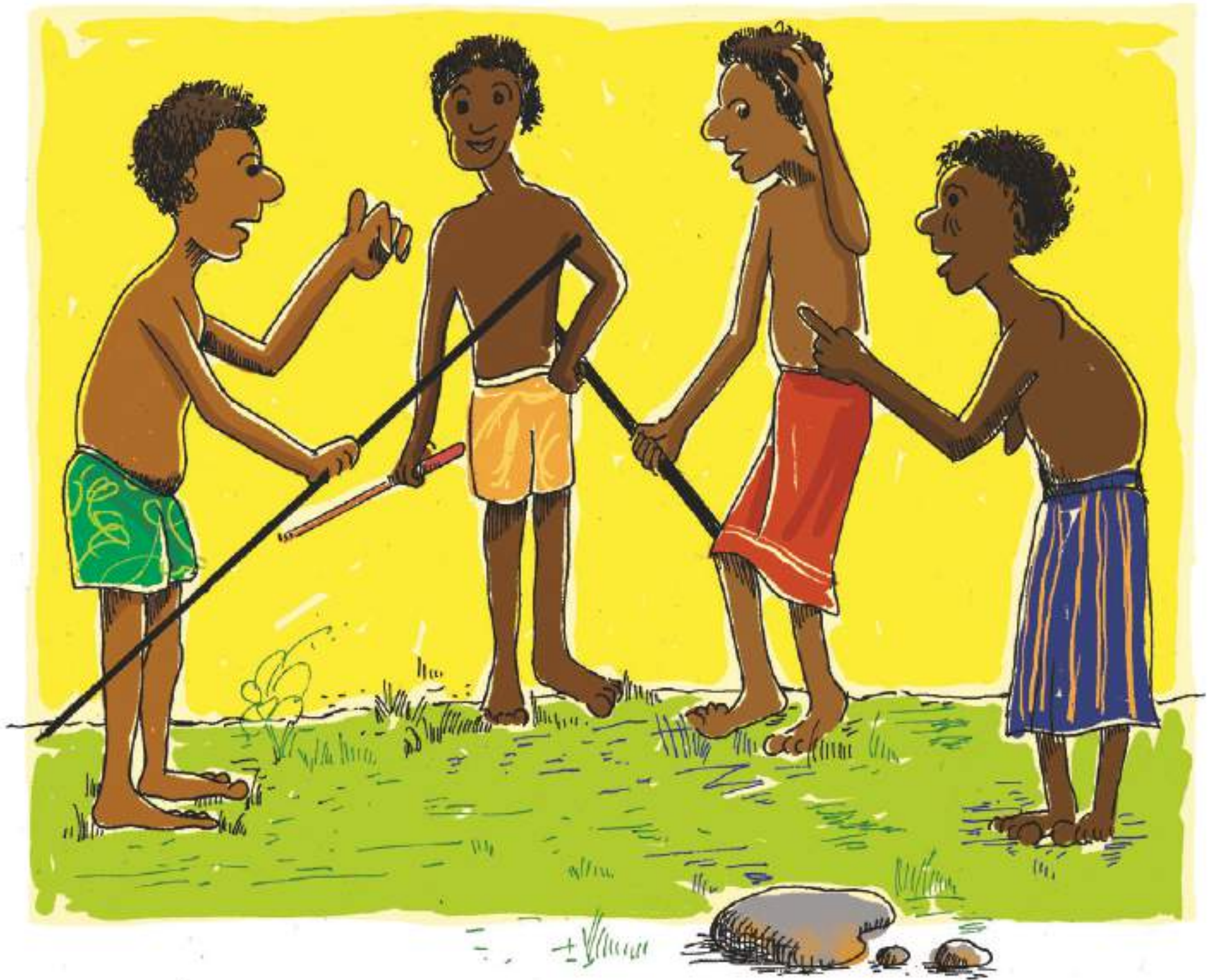
Every day, the wise, old woman went to the mouth of the river to wash her clothes on a big, flat stone.





One day a huge, hungry crocodile came to the mouth of the river. The people were very scared. They did not want to be eaten by the crocodile.





Some people wanted to spear  
the crocodile but it was too big.  
"I know what to do," the wise, old  
woman said.





The wise, old woman carried stones to make an oven. The crocodile moved closer to see what she was doing.





The wise, old woman carried wood to make a fire. The crocodile moved closer.





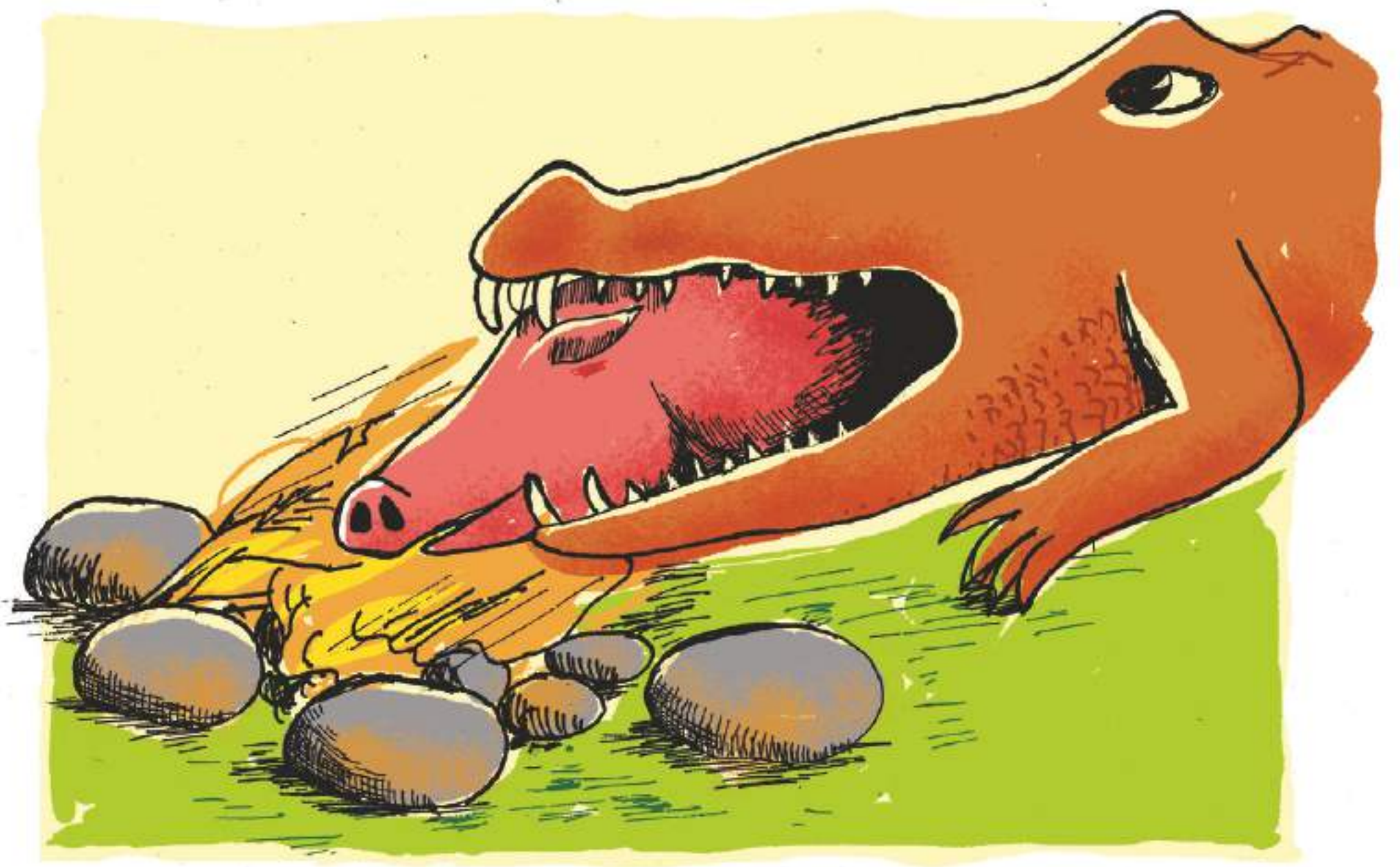
The wise, old woman carried a nice, fat pig to make a feast. The crocodile moved closer.





The wise, old woman cooked the whole pig in the oven. When it was ready, the wise, old woman went to fetch all the people from the village for a feast.





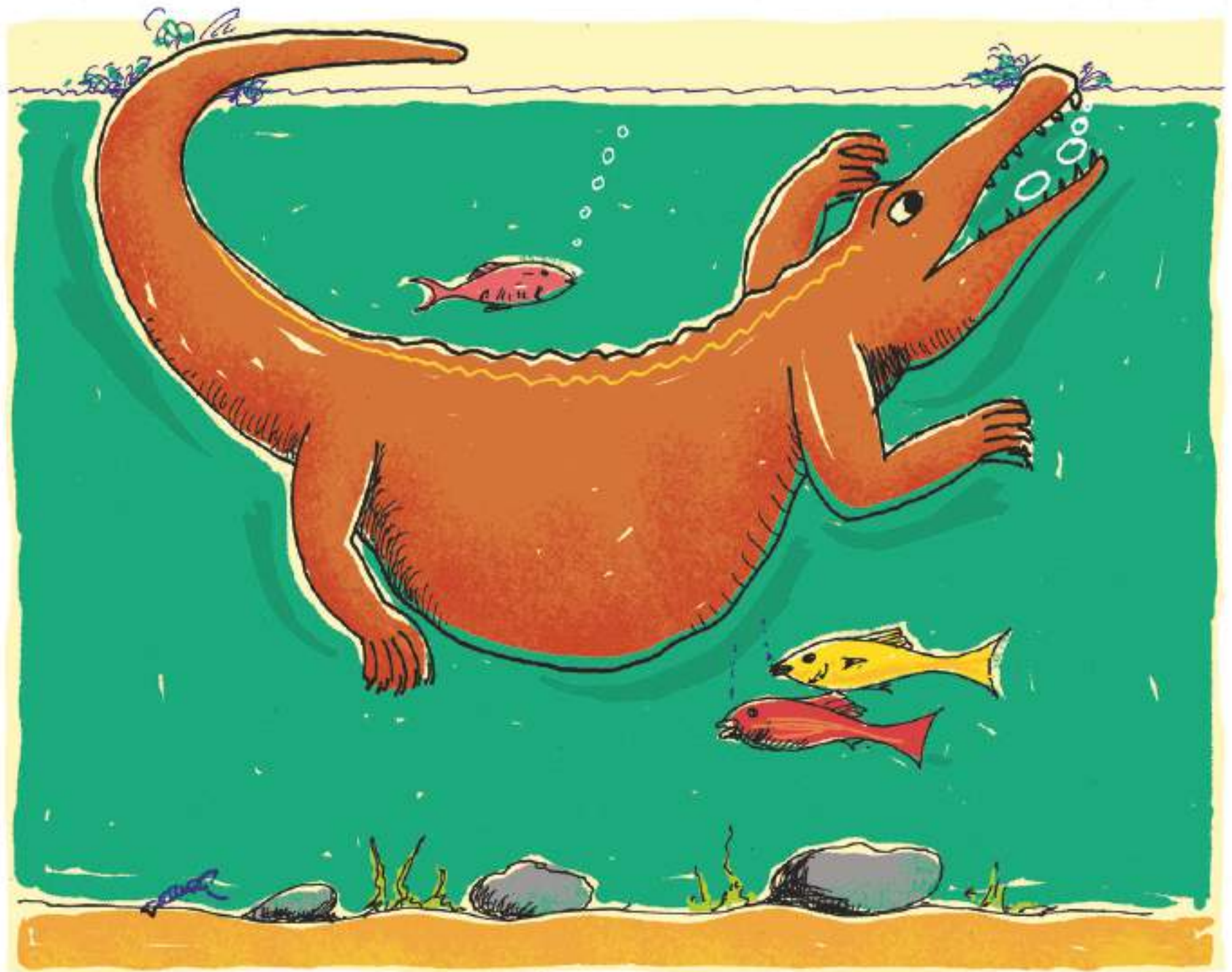
The crocodile crept up to the oven  
and grabbed the pig.





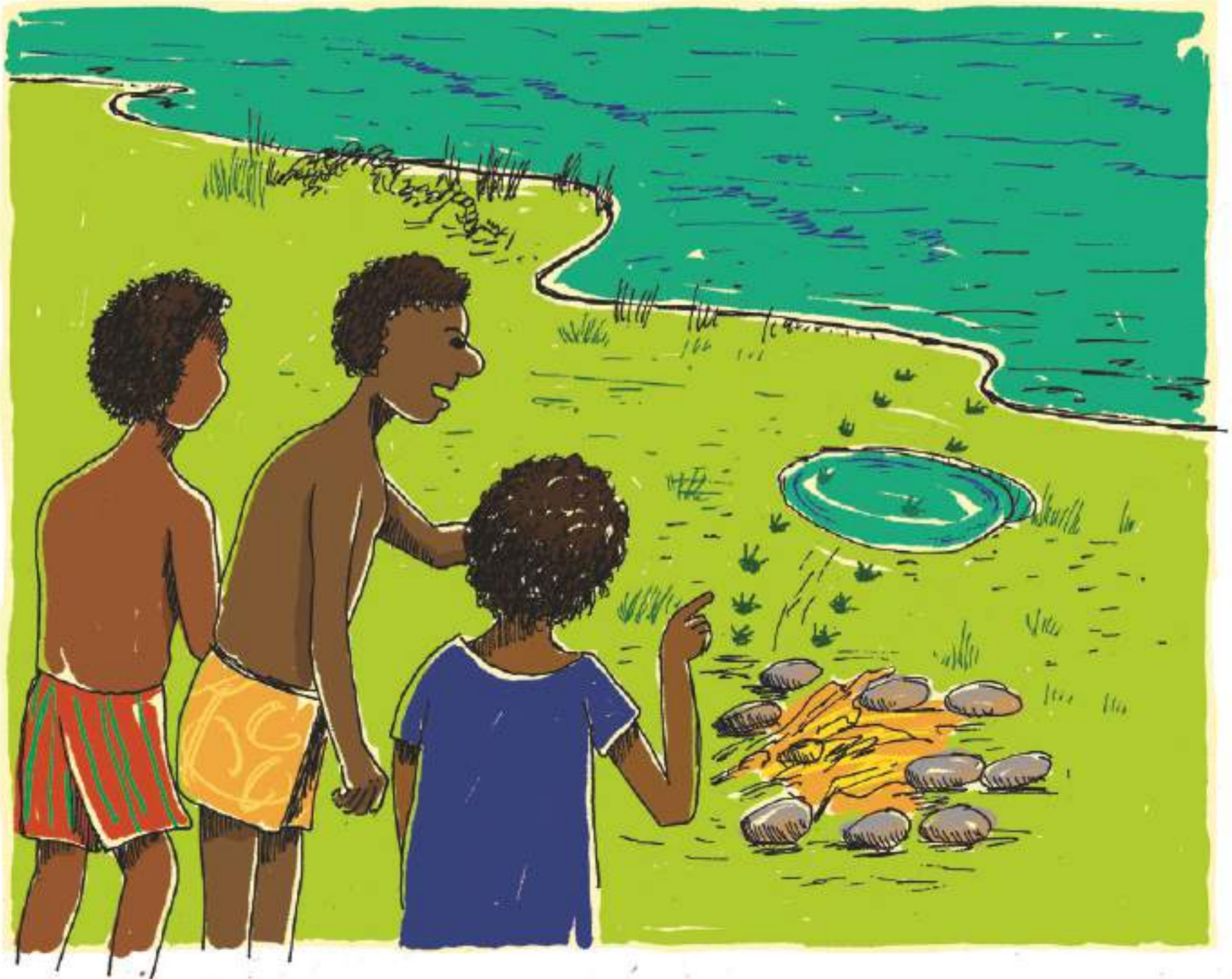
It swallowed the whole pig in one gulp  
and crawled back to the river.



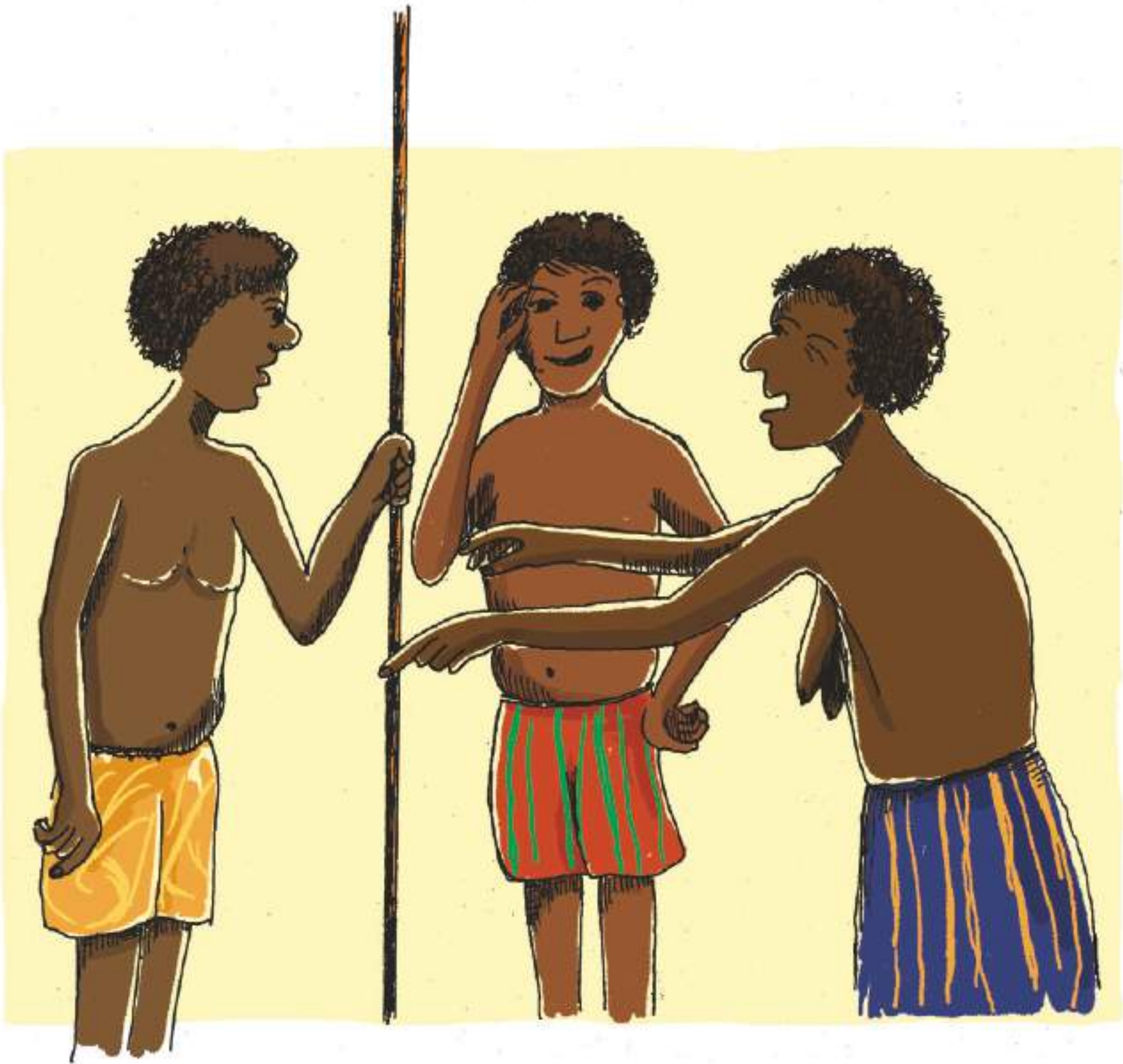


The crocodile tried to swim away,  
but it began to sink. It sank to the  
bottom of the river and drowned.





When the people came to the river  
there was no huge, hungry crocodile  
no nice, fat pig, and no big flat stone.



"Where is the huge, hungry crocodile?"  
the people asked.

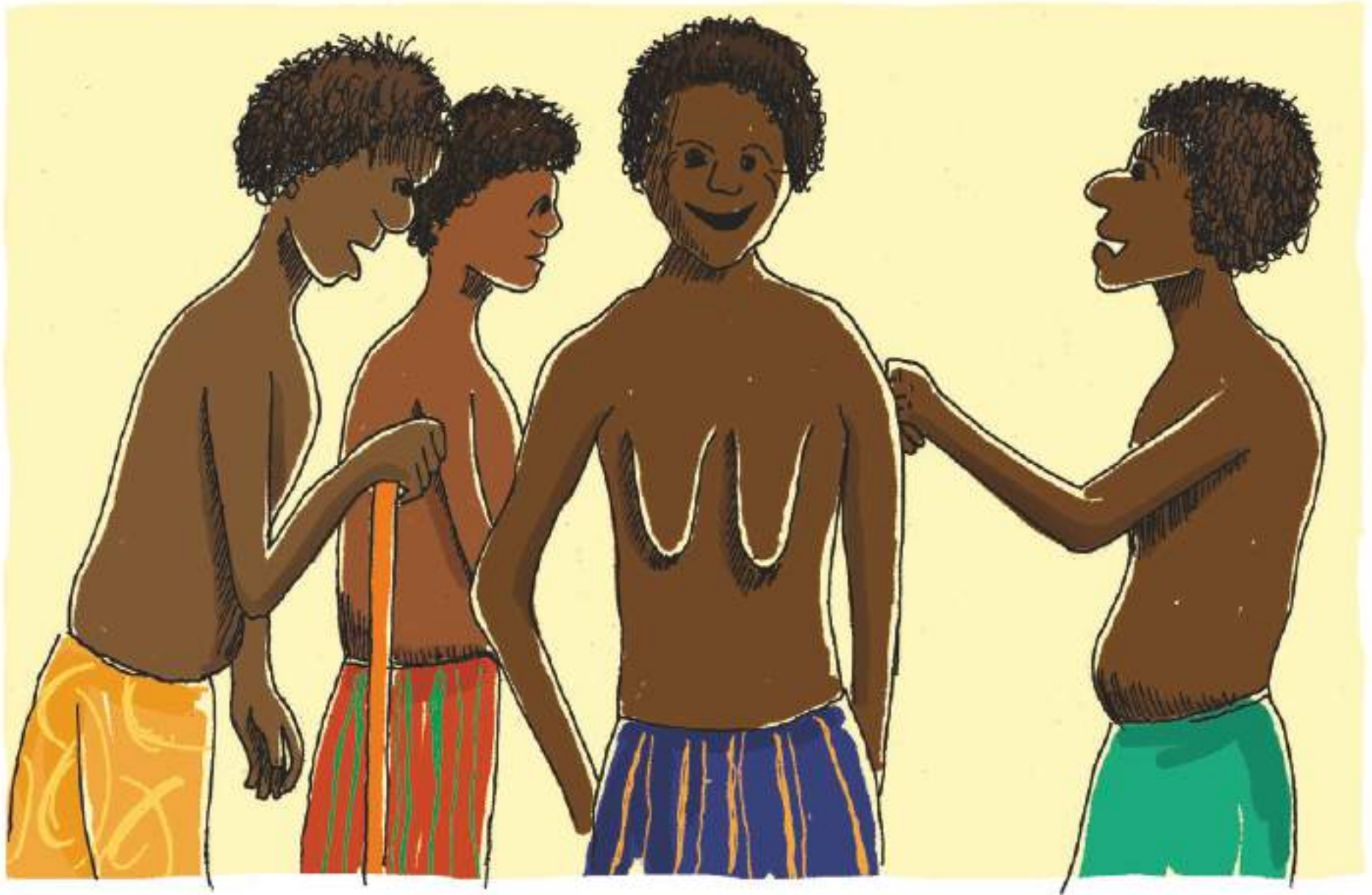
"At the bottom of the river," the wise,  
old woman answered.





"Where is the nice, fat pig?" the people asked.

"Inside the crocodile," the wise, old woman replied.



"Where is the big, flat stone?"  
the people asked.  
"Inside the pig," the wise, old woman  
laughed.





Text:	<i>The Wise, Old Woman and the Crocodile</i>
Level:	Year 2
Message:	Older people can be very wise
Discussion focus:	Wise actions
Comprehension focus:	Sequencing events in the story; picture to match the words
Vocabulary focus:	Adjectives to describe people
Letters and sounds:	Hard and soft c
Print focus:	Comma for listing
Writing opportunity:	Describing a wise person in the community

ACTIVITIES	LANG.	SYLLABUS
<b>Day 1</b> <u>Modelled Reading</u> Set the context: Talking with learners Tell the learners: <i>This story is The Wise, Old Woman and the Crocodile. In this story, the very wise, old woman comes up with a plan to get rid of the crocodile that comes to the village.</i> Ask the learners about why the village does NOT want the crocodile in the village. Think about how the wise, old woman could get rid of a crocodile. Take some suggestions from the learners. Now open the book and look at the pictures. As you look through the pictures, help the learners to explain what is happening and compare it to any experience that they have with crocodiles. If you know there are words that learners will have difficulty with, introduce them as you come to that page. Make sure the learners know the words in English.	<b>V/P</b>	2.3.1.4 2.4.1.1
<u>Read the story: Listening and watching</u> Read the story in clear English, using your voice to give extra meaning to the story.	<b>E</b>	
<u>Review the story: Understanding the story</u> Turn the pages of the book. On each page ask the learners check that the learners understand what happened in the story and that the crocodile drowned because of the stone in its belly.	<b>V/P</b>	2.5.1.6 2.6.1.3 2.4.1.4
<u>Responding to the story: Talking by the learners</u> Ask the learners to think about what it means to be wise: to know a lot and have good ideas. Think about how this old woman was already wise and what other good ideas she might have had. Are there any wise older people they know of, those who the community goes to ask for advice? Talk about wise older people in the community and why people like to talk to them. Maybe they remember traditions and give advice about cultural questions. Notice that this book is written by a learner in Year 4 so perhaps she is thinking about wise people in her community. <i>Who would you write about in your community?</i>	<b>V/P</b>	2.6.1.1 2.6.2.3 2.1.1.4
<u>Close Reading</u> Do a close reading of p. 2. Summarise: look at what information does the writer give us about this book in the orientation	<b>E + V/P</b>	2.6.1.9

<b>Day 2</b> <u>Shared reading: Revisiting the story</u> Ask the learners to remember what happened in the story. See if the learners can remember the order of what the wise old lady did to get rid of the crocodile. Read the story again to see if the learners were correct. Let them follow along in the small books.	<b>E</b>	2.6.1.9
<u>Comprehension: Sequencing events in the story</u> Say: <i>Today we will be looking at how the wise, old woman carried out her plan to get rid of the crocodile.</i> Ask the learners <ul style="list-style-type: none"> <li>• Turn to p. 6 <i>What does the wise, old woman do first? (she carries stones to make an oven)</i></li> <li>• Turn to p. 7 <i>What does the wise, old woman do next? (she carried wood to make a fire)</i></li> <li>• Continue to ask the question for pages 8 and 9 (<i>carried a nice, fat pig to make a feast. She cooked the whole pig in the oven.</i>)</li> </ul> Write on the board the numbers 1 – 4. Ask the learners to write the ends of each of the sentences below: <ol style="list-style-type: none"> <li>1. <i>First the wise, old woman carried _____ to make an _____.</i></li> <li>2. <i>Second the wise, old woman carried _____ to make a _____.</i></li> <li>3. <i>Thirdly the wise, old woman carried a _____ to make a _____.</i></li> <li>4. <i>Finally the wise, old woman _____ the _____, ready for a _____.</i></li> </ol> Ask learners to write the sentences filling in the blanks.	<b>E + V/P</b>	2.4.3.4 2.6.1.5 2.5.1.4



ACTIVITIES	LANG.	SYLLABUS
<p>Focus on vocabulary: adjectives + print: commas for listing adjectives</p> <p>Make sure the learners have small books to look through. Ask them to find these words in the book:</p> <p style="text-align: center;"><i>river</i>                      <i>woman</i>                      <i>stone</i>                      <i>crocodile</i>                      <i>pig</i></p> <p>Ask the learners to write down these words and the words that the author uses to describe them: these will be the words in front of the thing (adjectives). They need to write the whole noun group (noun + adjectives):</p> <p style="text-align: center;"><i>big river</i>      <i>wise, old woman</i>      <i>big, flat stone</i>      <i>huge, hungry crocodile</i>      <i>nice, fat pig</i></p> <p>Notice that when we have 2 adjectives we need a comma, eg. the stone is big and flat so it is a <i>big, flat stone</i>.</p> <p>Think of other ways that we could describe the river: <i>wide, deep, blue</i>. Chose 2 adjectives and write it up on the board, emphasising the use of the comma, eg. <i>the wide, deep river</i>.</p> <p>Do the same for the stone: ask learners for ways to describe the stone, write all the suggestions on the board, then choose 2 adjectives to write about the stone.</p> <p>Do the same for crocodile and pig.</p> <p>Write these words on the board:</p> <p style="text-align: center;"><i>man</i>                                      <i>dog</i> <i>house</i>                                      <i>girl</i></p> <p>Ask the learners to talk to their partner about ways to describe these and then choose 2 adjectives to write in their books. If they finish, they can choose their own objects to describe. Give them time to do this and then take some ideas from the different learners about what they chose.</p>	<b>E + V/P</b>	2.4.2.6 2.7.2.2

Day 3 Shared reading: Revisiting the story Ask for volunteers to read each second page in the book. Teacher reads p. 2, a volunteer reads p. 3 ...continue with the teacher and a volunteer reading every second page.	E	2.6.1.9												
Close-Reading Do a close reading of p. 6 - 8. Summarise: notice the repeated sentences to build up the actions of the wise, old woman.	E + V/P	2.6.1.5 2.4.2.8												
Focus on Letters and Sounds: hard and soft c <i>Preparation:</i> Write the words on card, one set for the whole class, some sets enough for one set per group of five learners. <table><tr><td><i>crocodile</i></td><td><i>canoe</i></td><td><i>cake</i></td><td><i>can</i></td><td><i>cup</i></td><td><i>cap</i></td></tr><tr><td><i>ice</i></td><td><i>decide</i></td><td><i>race</i></td><td><i>lace</i></td><td><i>mice</i></td><td><i>nice</i></td></tr></table> Ask learners to turn to p. 8 where they have been reading in Close Reading. Ask then to find all the words that contain the letter c and tell you to list on the board: <i>carried, nice, crocodile, closer</i> . Look carefully at the words and identify the sound that the c is making. Most will be hard c (like k), but the words <i>nice</i> will have a soft c (like s). Make sure the learners can hear these different sounds. Remind them that in Pijin, this sound uses an s, but in English we need to know the words that use c. Ask them to go through the book, writing down words with c (tell them NOT to repeat words, eg. only write <i>crocodile</i> once). Give them about 15 minutes to do this then check the list. <i>Nice</i> is the only soft c word, but there are many hard c words. Give the cards to the learners and ask them to work in their group to identify the words with hard and soft c sounds. They might be able to think of more soft c sounds. Make up a list in the classroom and refer to during the week.	<i>crocodile</i>	<i>canoe</i>	<i>cake</i>	<i>can</i>	<i>cup</i>	<i>cap</i>	<i>ice</i>	<i>decide</i>	<i>race</i>	<i>lace</i>	<i>mice</i>	<i>nice</i>	E + V/P	2.1.2.2 2.7.2.9
<i>crocodile</i>	<i>canoe</i>	<i>cake</i>	<i>can</i>	<i>cup</i>	<i>cap</i>									
<i>ice</i>	<i>decide</i>	<i>race</i>	<i>lace</i>	<i>mice</i>	<i>nice</i>									
Comprehension: story stages Ask the learners to think about the stages of the story: <ul style="list-style-type: none"><li>• <i>Orientation (the setting for the story)</i></li><li>• <i>Complication (what went wrong in the story)</i></li><li>• <i>Resolution (how the problem was solved).</i></li></ul> Ask the learners to find the words in the book that tell us: <ul style="list-style-type: none"><li>• <i>Where did the story happen? (Tamanu village, near the mouth of a river)</i></li><li>• <i>What went wrong in the story? (A crocodile came and scared the people in the village).</i></li><li>• <i>How was the problem solved? (The wise, old woman tricked the crocodile and he drowned).</i></li></ul> Next to the stages of the book, ask the writers to note down what happened (summary) so that they are clear on the way the story is organised.	E + V/P	2.6.1.4												

<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Today read the first page of the story then choose a group of learners to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a group to read the next page.</p>	<b>E</b>	2.6.1.9
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ACTIVITIES		LANG.	SYLLABUS																		
<p><u>Comprehension: picture to match the description</u></p> <p>Look at the last part of the book and the questions the villagers ask the wise, old woman: <i>Where is the crocodile? Where is the pig? Where is the stone?</i> Ask the learners to think about how to show that:</p> <ul style="list-style-type: none"><li>• The crocodile is in the water</li><li>• The pig is in the crocodile</li><li>• The stone is in the pig</li></ul> <p>Ask them to draw this as a diagram, showing what is inside. Start with the stone, draw the pig around it, the crocodile around the pig and the crocodile in the water. You can model it on the board, but ensure that this is linked to the words on the final pages. Let the learners draw and label to say what is inside what!</p>		E + V/P	2.8.1.8 2.5.1.4 2.7.1.3																		
<p><u>Sentence structure</u></p> <p><i>Preparation:</i> Write the words and phrases on card. Cut them up into groups of words as shown below:</p> <table><tr><td><i>The wise old woman</i></td><td><i>carried</i></td><td><b>stones</b></td><td><i>to make</i></td><td><b>an oven</b></td><td>.</td></tr></table> <p>Put the words on the board (not in order). Tell the learners that these words make a sentence. They will help you to put the sentence together. Start by asking question number 1 (<i>Who is involved?</i>) Then choosing one learner to come up to the board, point to the words that tell us this (<i>The wise, old woman</i>) then put the words in place. Repeat this: Asking the question, then choosing a learner to come up to the board and put the words into place until your sentence is in order. Here are the questions you can ask:</p> <table><tr><td><i>Who is involved?</i></td><td><i>The wise old woman</i></td></tr><tr><td><i>What happened?</i></td><td><i>carried</i></td></tr><tr><td><i>What did she carry?</i></td><td><i>stones</i></td></tr><tr><td><i>Why did she carry the stones?</i></td><td><i>to make</i></td></tr><tr><td><i>What was she making?</i></td><td><i>an oven</i></td></tr><tr><td><i>What goes at the end of the sentence?</i></td><td>.</td></tr></table> <p>Now take away the word card for <i>stones</i> from the sentence. Ask the learners to think of another material instead of stones. Take some ideas then write a new place in the space (eg. <b>water, green leaves</b>) Now take away the word <i>an oven</i> and ask the learners to think of another noun and write it in the space (eg. <b>a soup, dinner</b>. Do this multiple times with different materials and nouns. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners: <i>The wise old woman carried <b>water</b> to make <b>a soup</b>.</i></p>		<i>The wise old woman</i>	<i>carried</i>	<b>stones</b>	<i>to make</i>	<b>an oven</b>	.	<i>Who is involved?</i>	<i>The wise old woman</i>	<i>What happened?</i>	<i>carried</i>	<i>What did she carry?</i>	<i>stones</i>	<i>Why did she carry the stones?</i>	<i>to make</i>	<i>What was she making?</i>	<i>an oven</i>	<i>What goes at the end of the sentence?</i>	.	E + V/P	2.4.2.8 2.7.2.2
<i>The wise old woman</i>	<i>carried</i>	<b>stones</b>	<i>to make</i>	<b>an oven</b>	.																
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<i>What goes at the end of the sentence?</i>	.																				
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Today hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one page each.</p>		E	2.6.1.9																		
<p><u>Guided Writing: descriptions of wise people</u></p> <p>Think about the discussion from Day 1 about being about people in our community who are wise and have good ideas. Ask the learners to think about one of these people to write about. You might talk about someone you know to write about to model this thinking and writing. Use these questions:</p> <ul style="list-style-type: none"><li>• <i>Who are they?</i> (name and where they live)</li><li>• <i>How old are they?</i></li><li>• <i>How do you know they are wise?</i></li><li>• <i>When have you asked their advice? What did they say?</i></li><li>• <i>Why is it good to have this person in the community?</i></li></ul> <p>The learners could draw a picture and then write some sentences about this wise person. Remember: do NOT write the questions as the answers give all the information if the answers are made into sentences.</p>		E + V/P	2.7.1.4 2.7.2.4 2.8.1.5																		





