

Emmanuel and the Crocodile



By Alphonsus Waletofea
Pictures by Henry Kalamani

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

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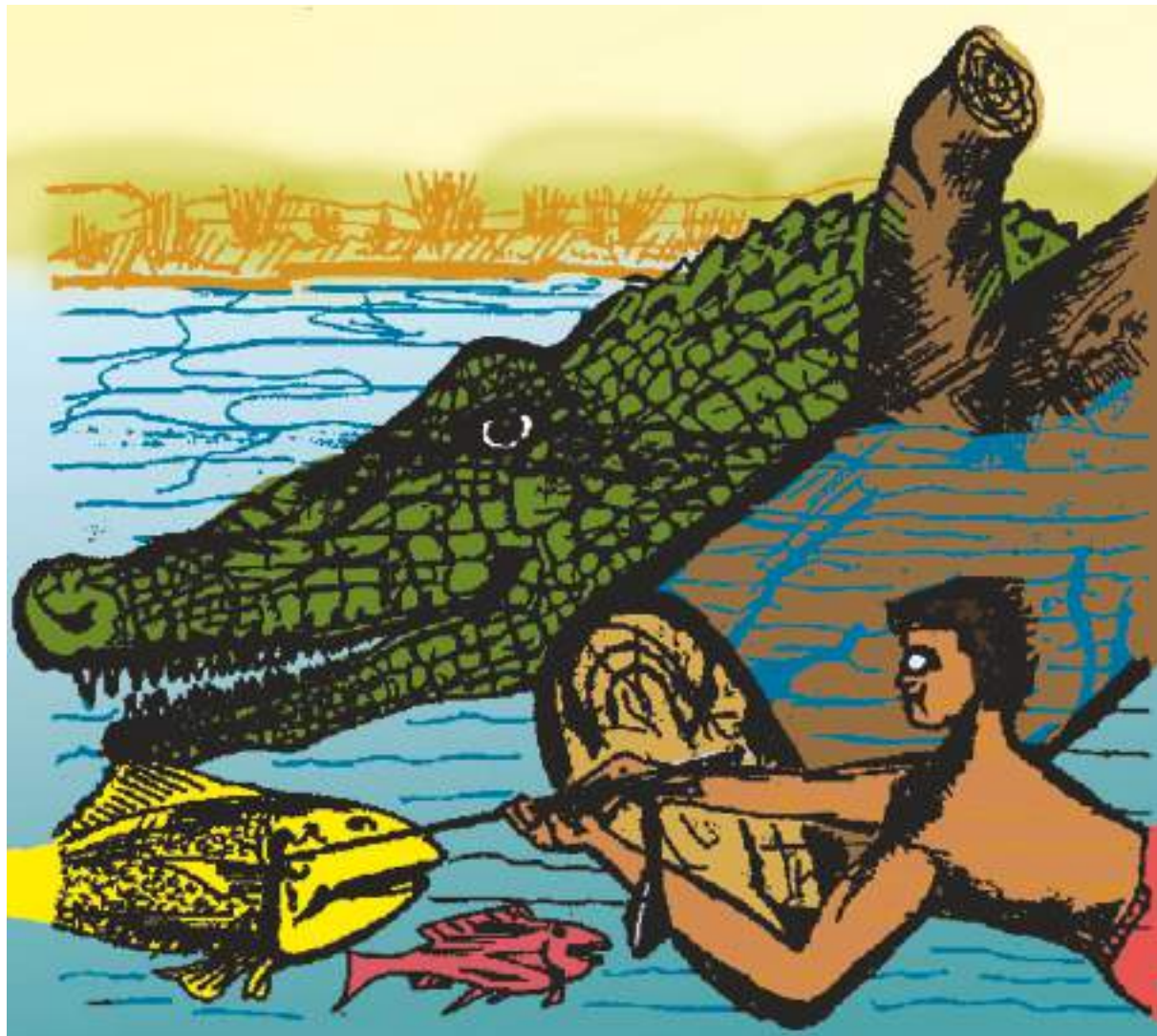
Teachers' Notes for this book: Ben Fowler

Book Code: Y3022T

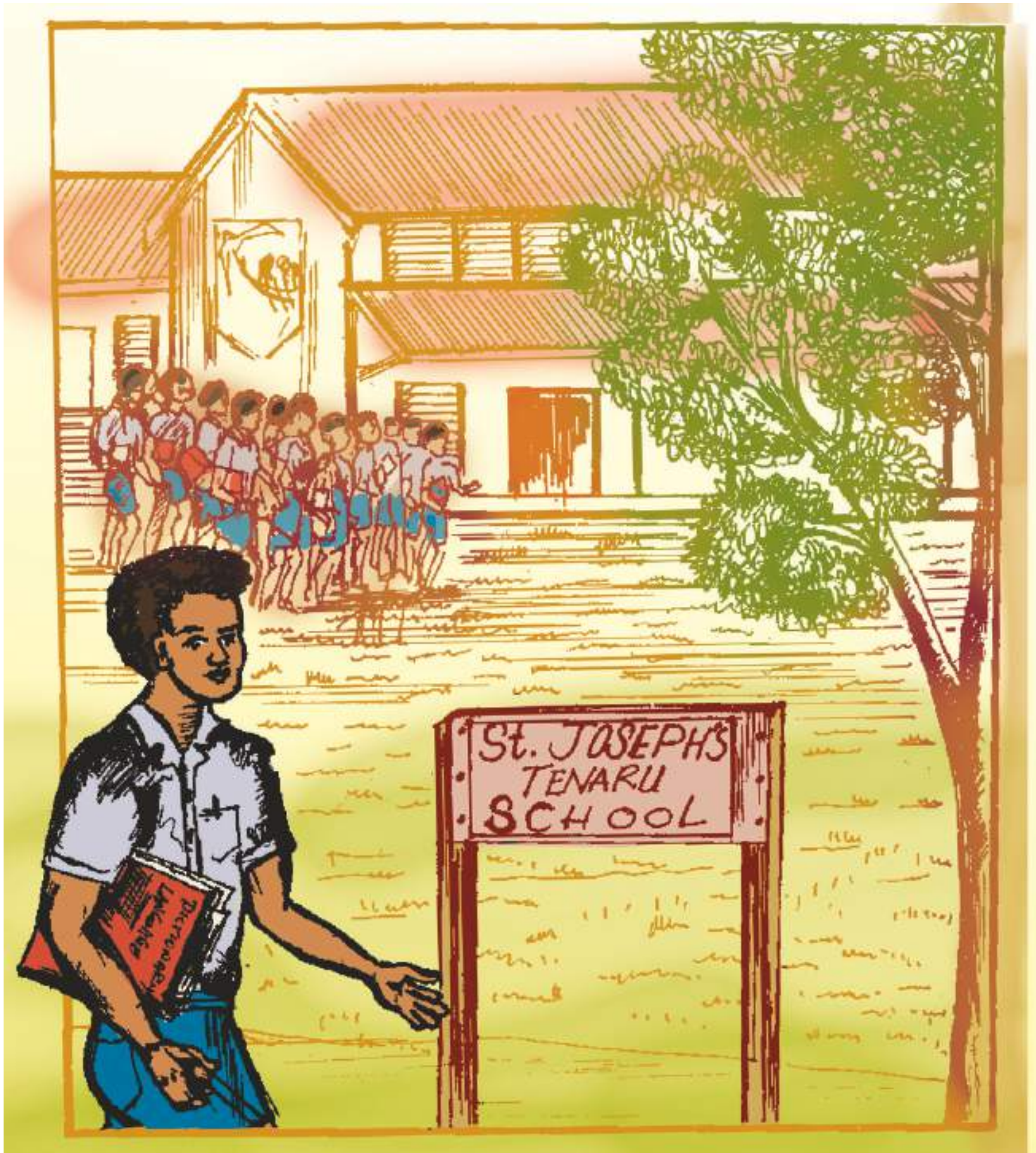
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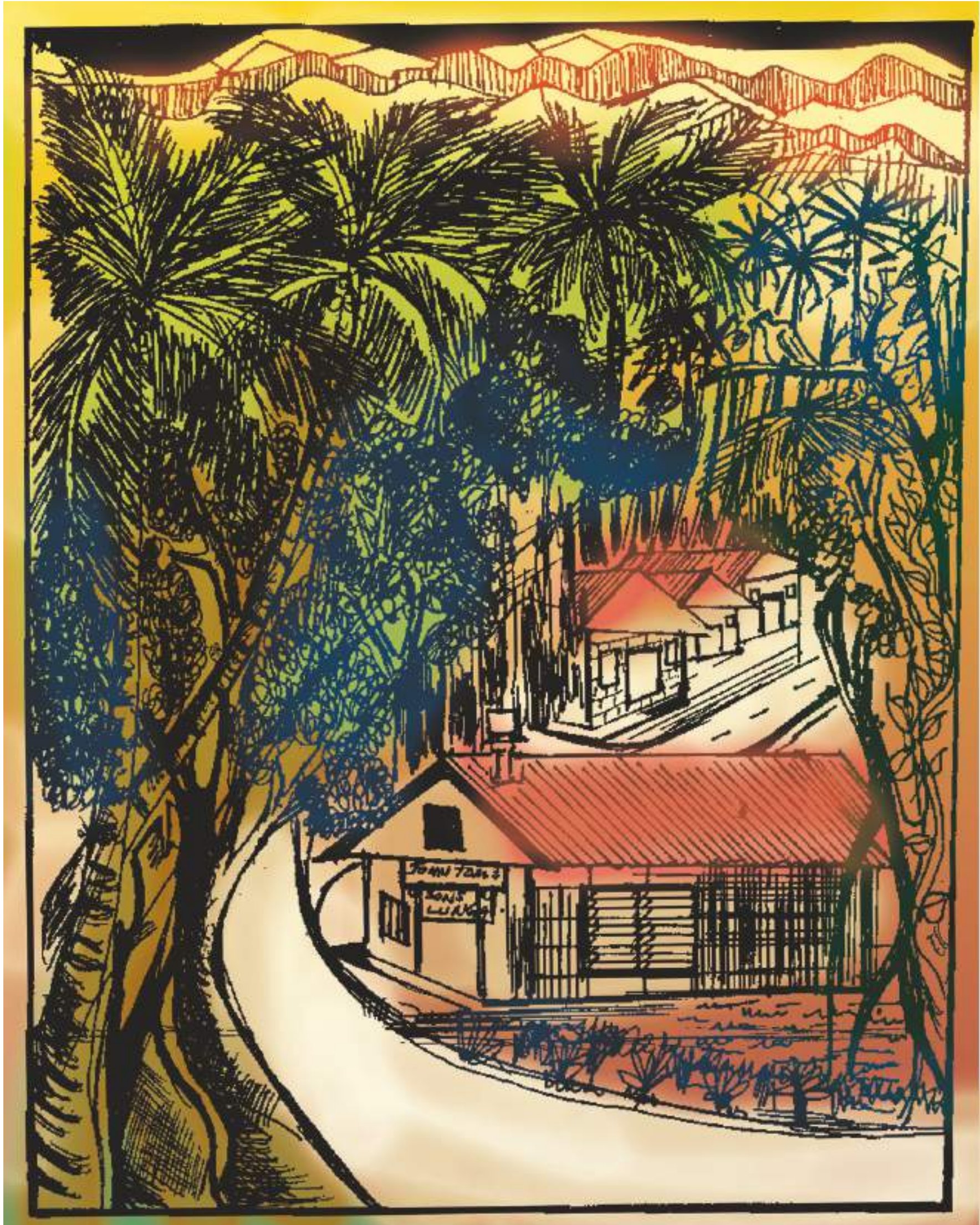
Emmanuel and the Crocodile



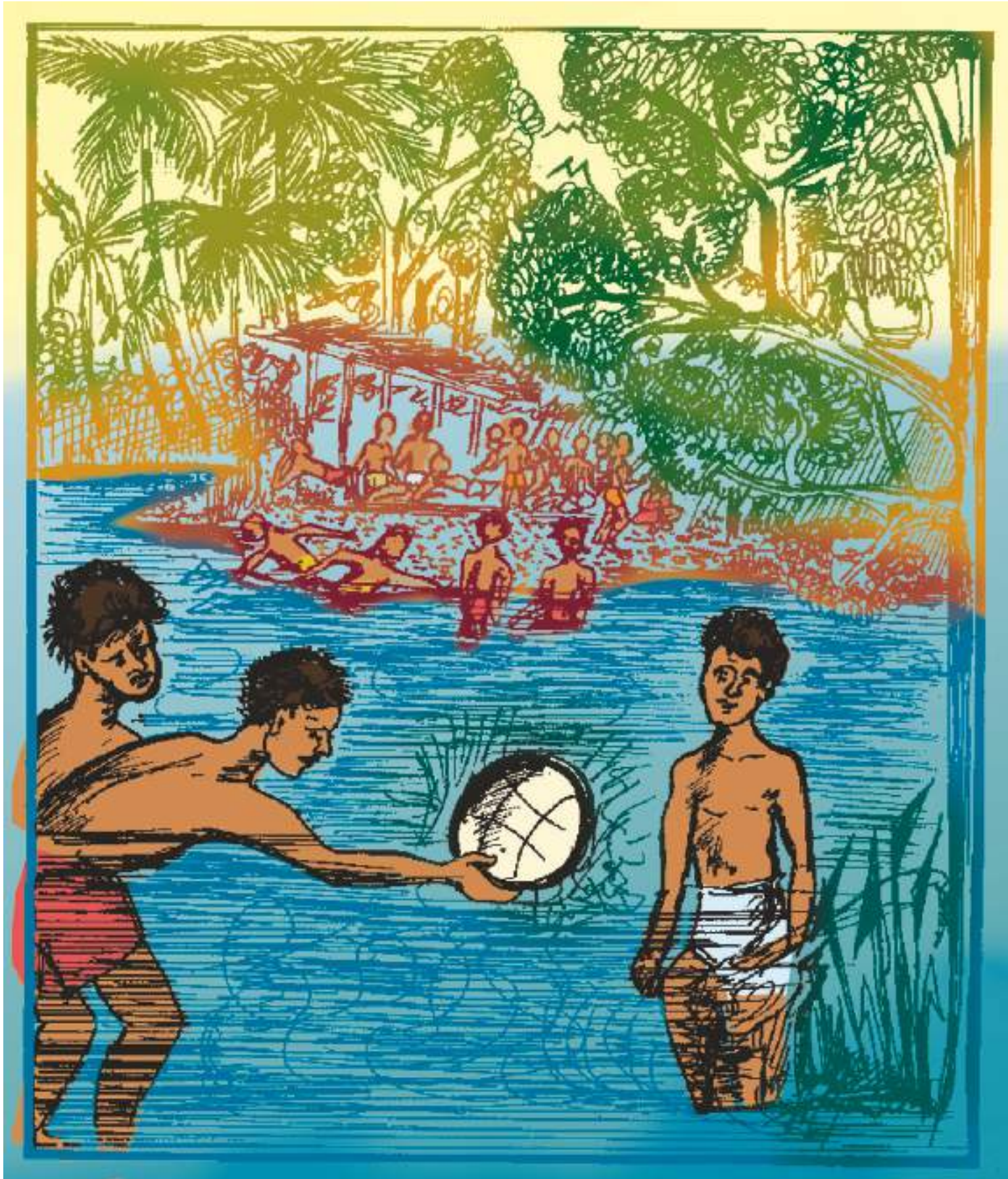
By Alphonsus Waletofea
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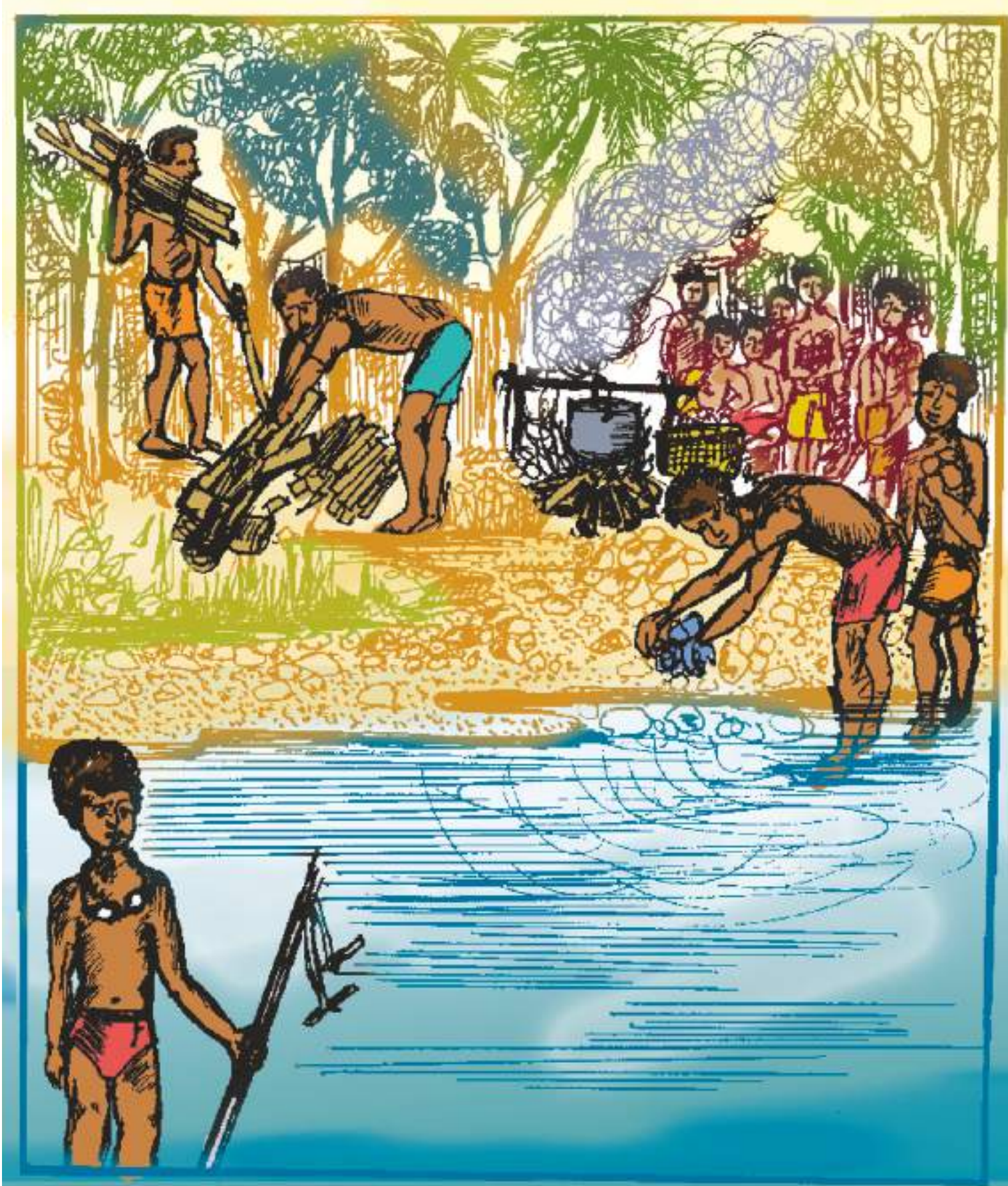
When I was a young man of sixteen I went to school at St. Joseph's, Tenaru on Guadalcanal. This was in the early 1960s, when the Solomon Islands was very different from today.



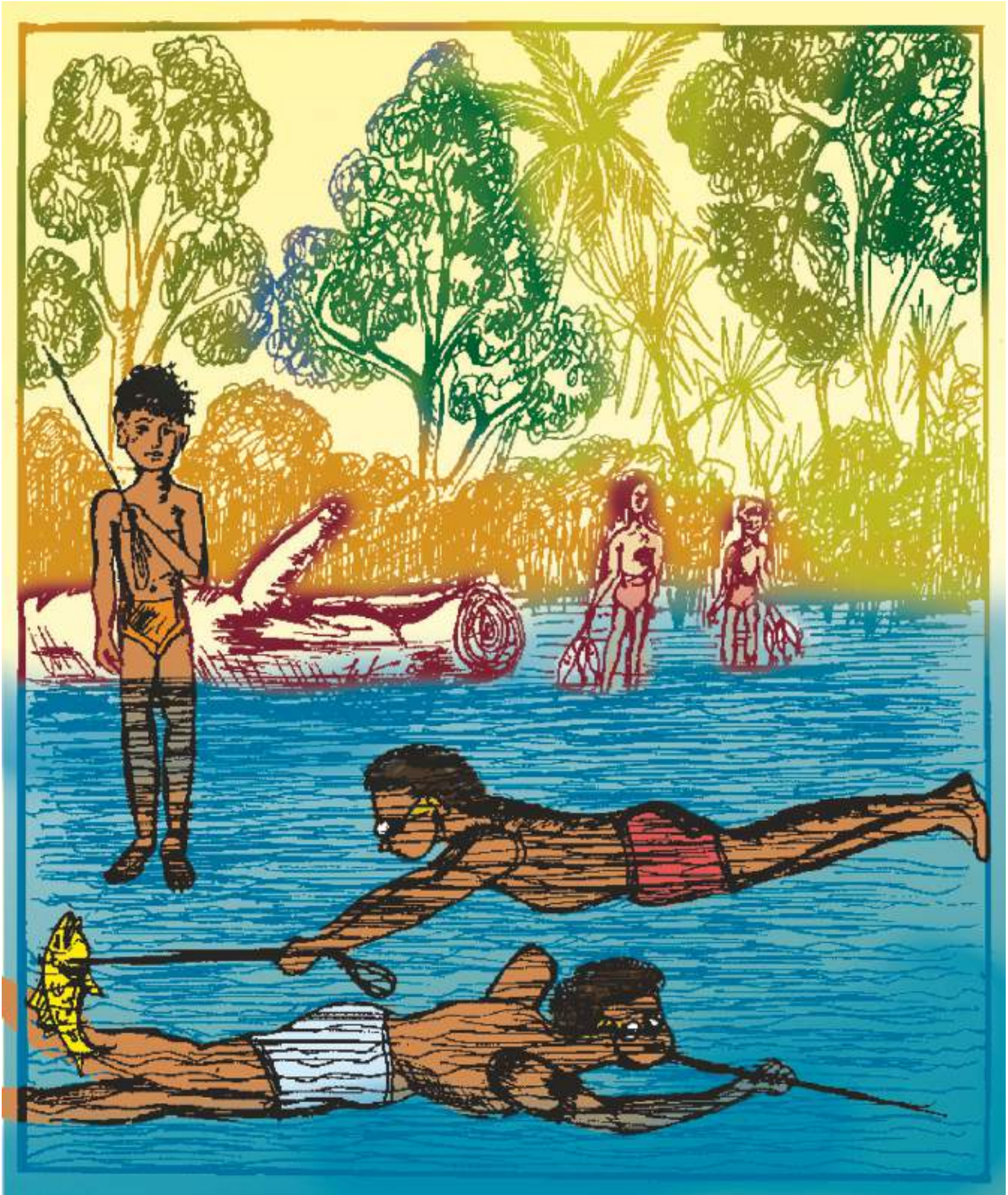
There were fewer houses and cars then,
but more forests and wild animals.



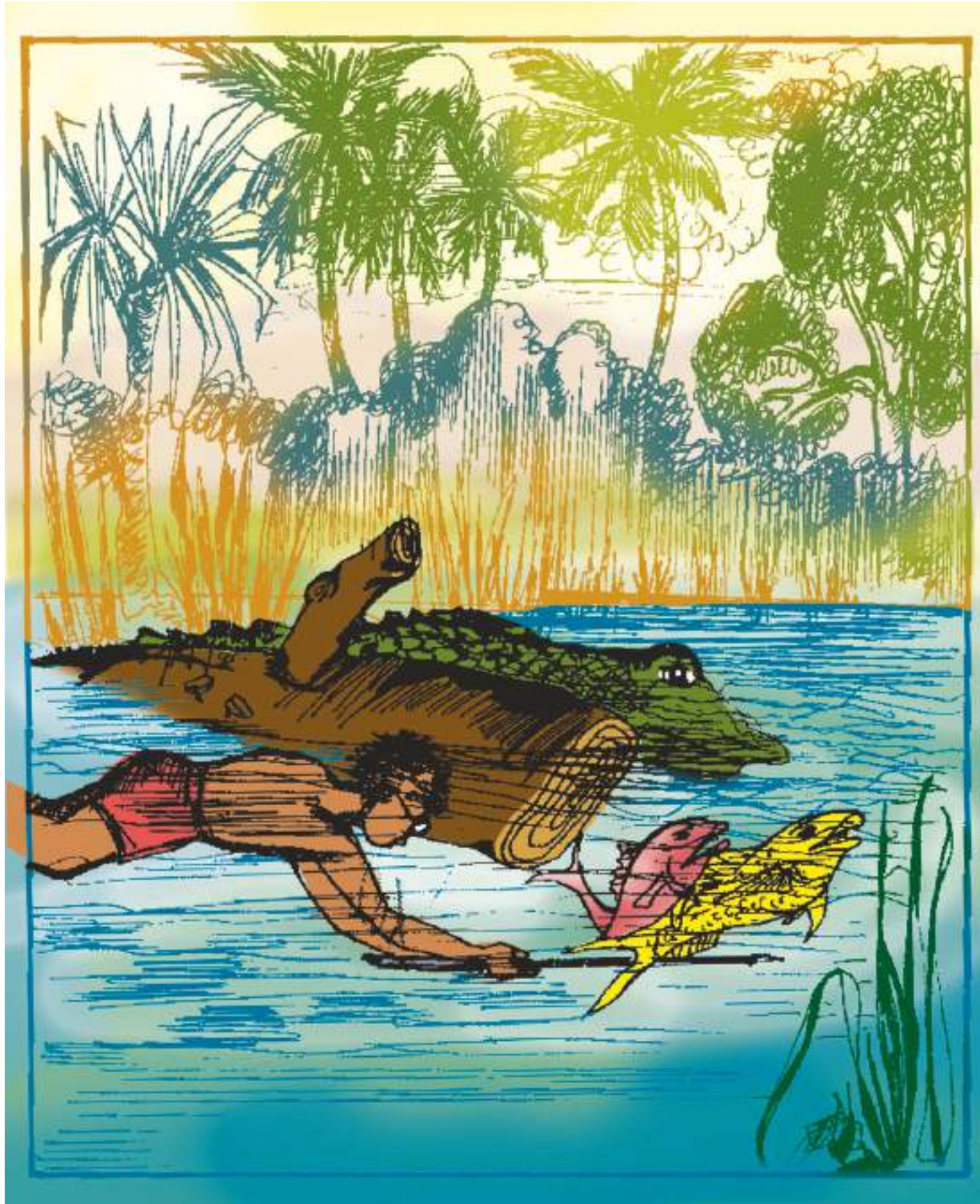
One Easter-time our sports team went on a camping trip into the bush near the Lunga River. In the team were my friends Matthew Lioa and Emmanuel Butafa, as well as about twenty other boys.



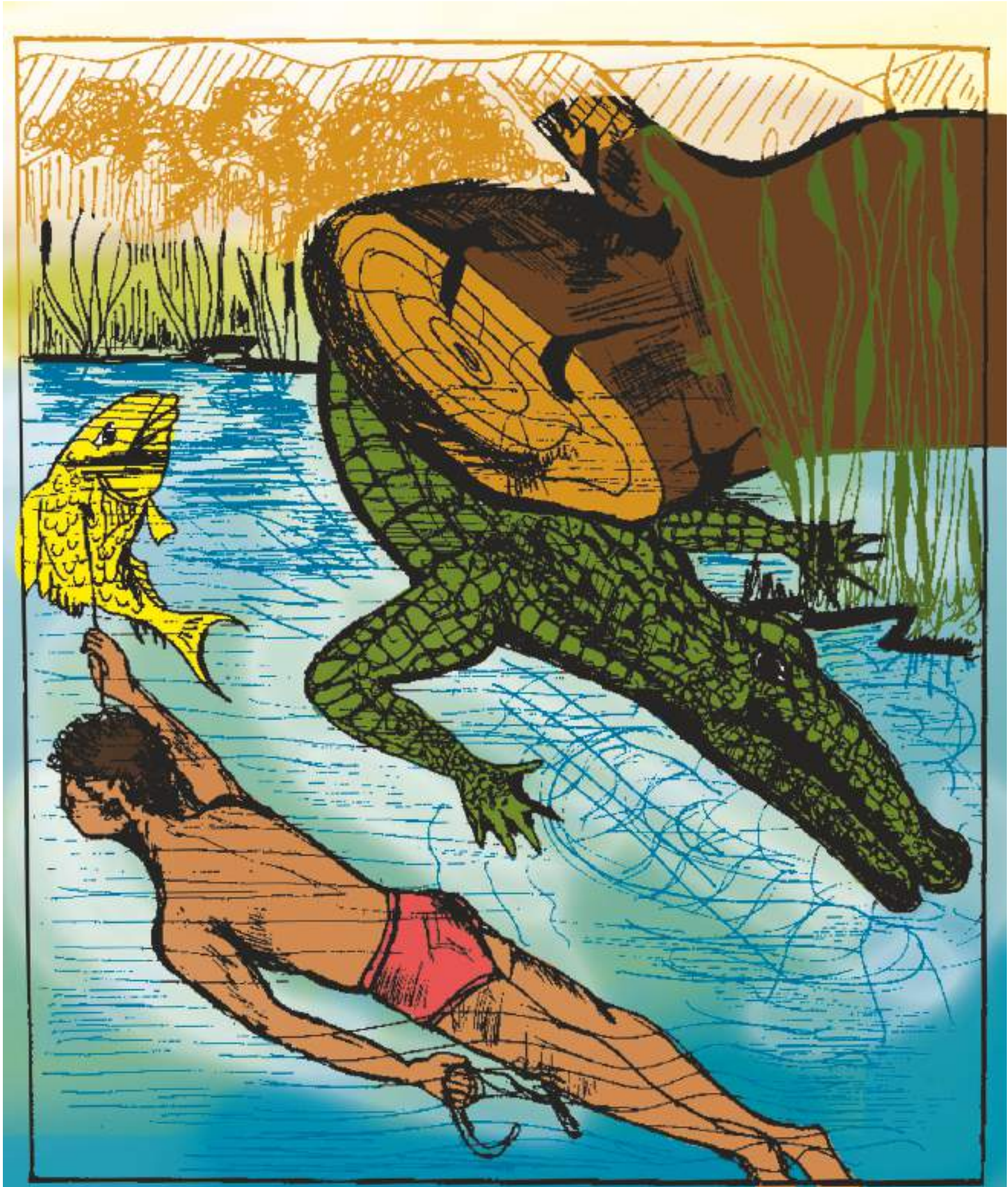
We set up a camp on the river bank, and began to prepare a picnic. Some boys collected wood from the bush to make a fire. Others gathered stones from the river to make a motu.



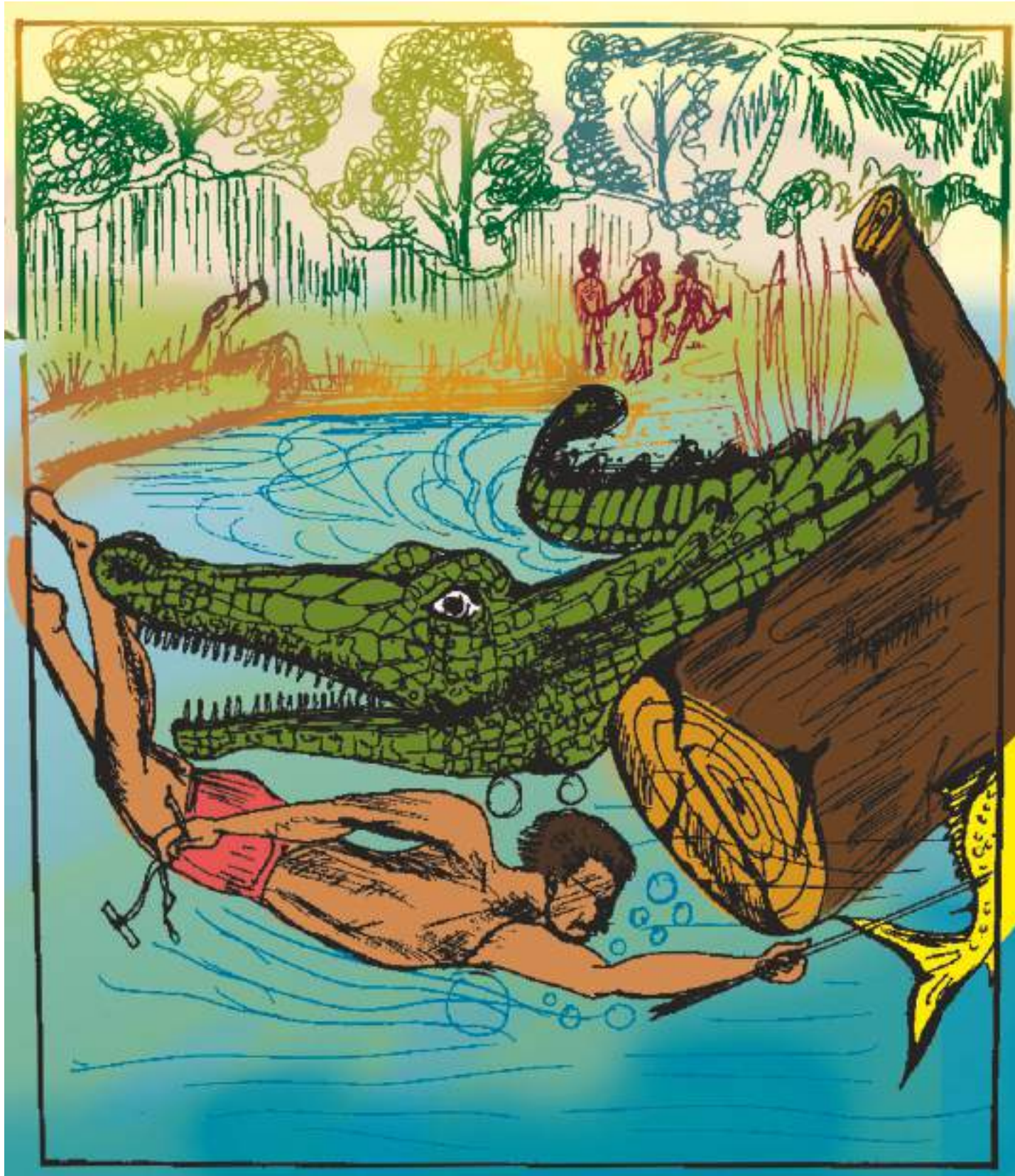
Matthew, Emmanuel and I were in the group who went into the river to dive for fish.



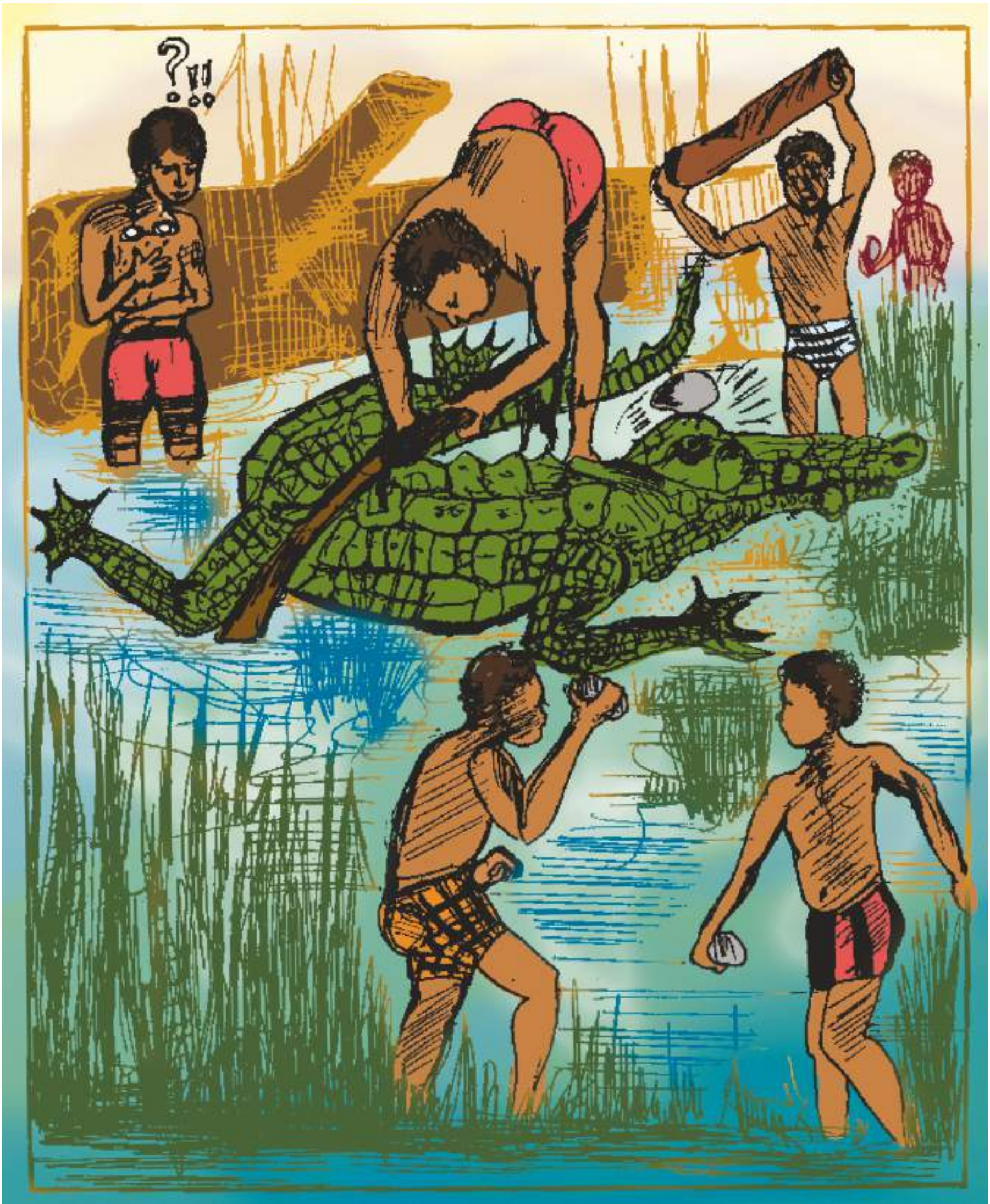
Emmanuel saw a big fish in a shallow place away from the other boys. The fish swam towards a dead log lying on the river bank and Emmanuel swam after it. Behind the log something was watching Emmanuel.



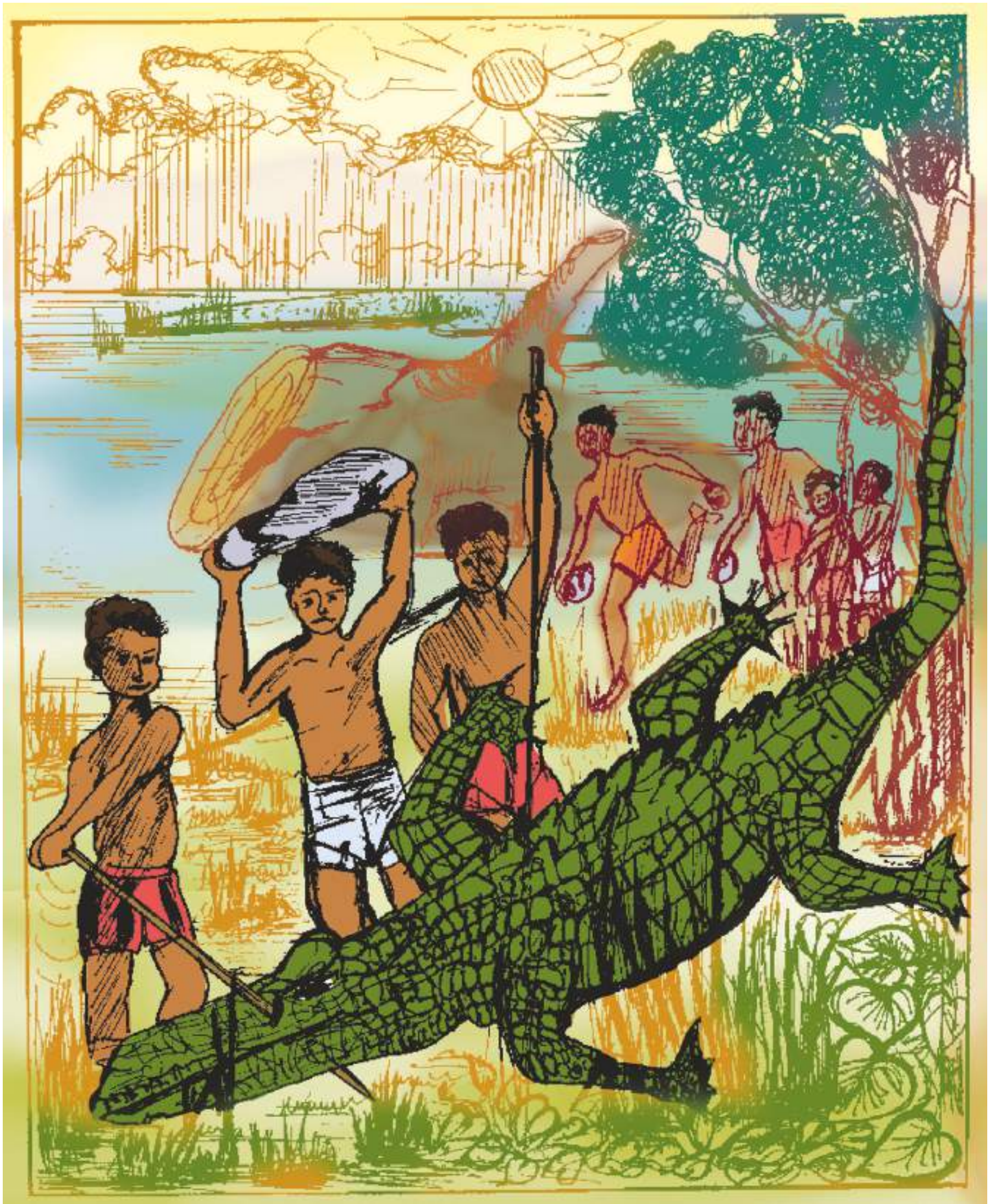
Emmanuel swam closer and closer to the log. Very quietly, something slipped into the water from behind the log.



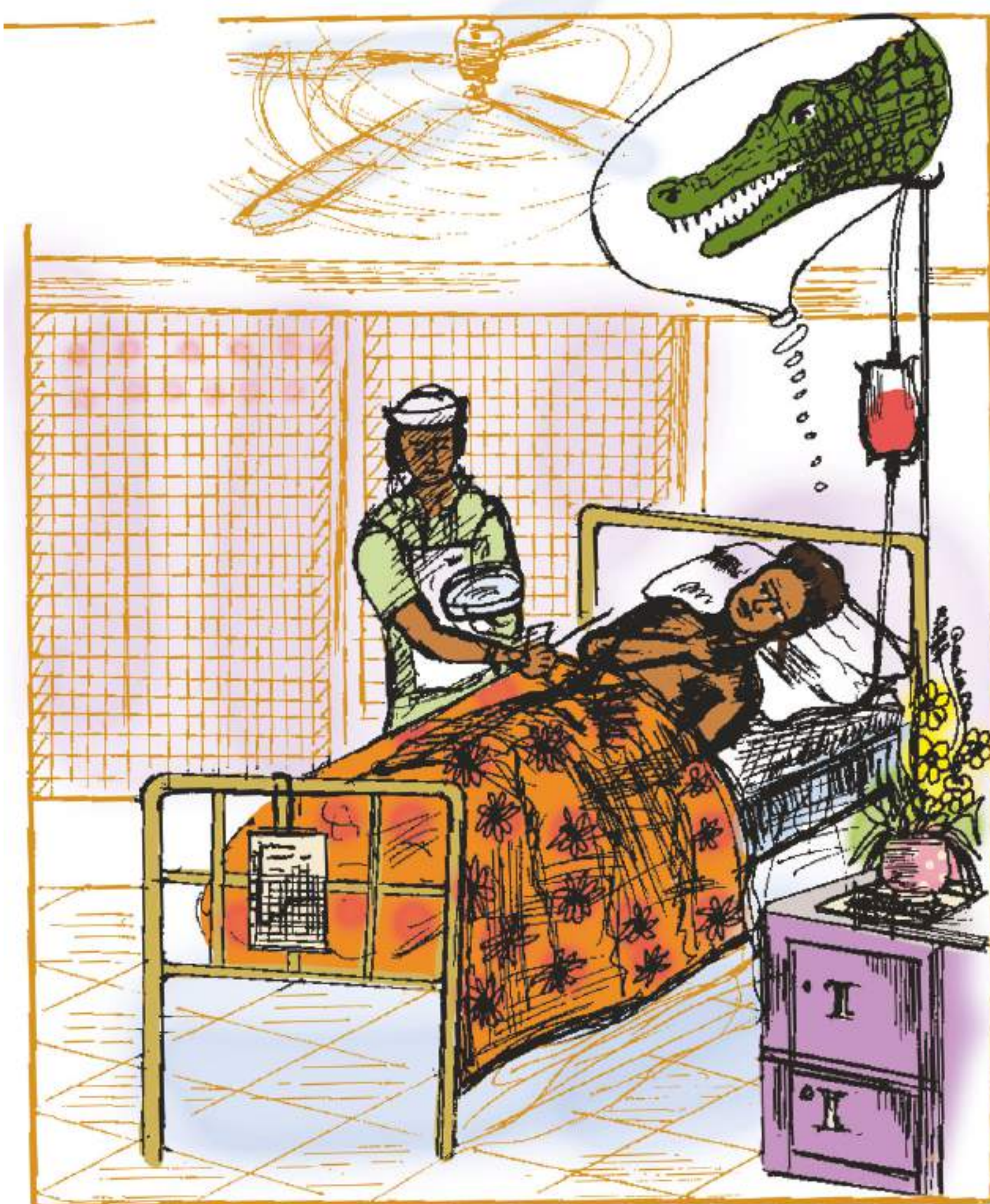
A big crocodile, with its jaws wide open, swam directly at Emmanuel. The crocodile bit Emmanuel on his side and began to pull him back behind the log. Emmanuel struggled against the crocodile and called for help. We all rushed to save Emmanuel.



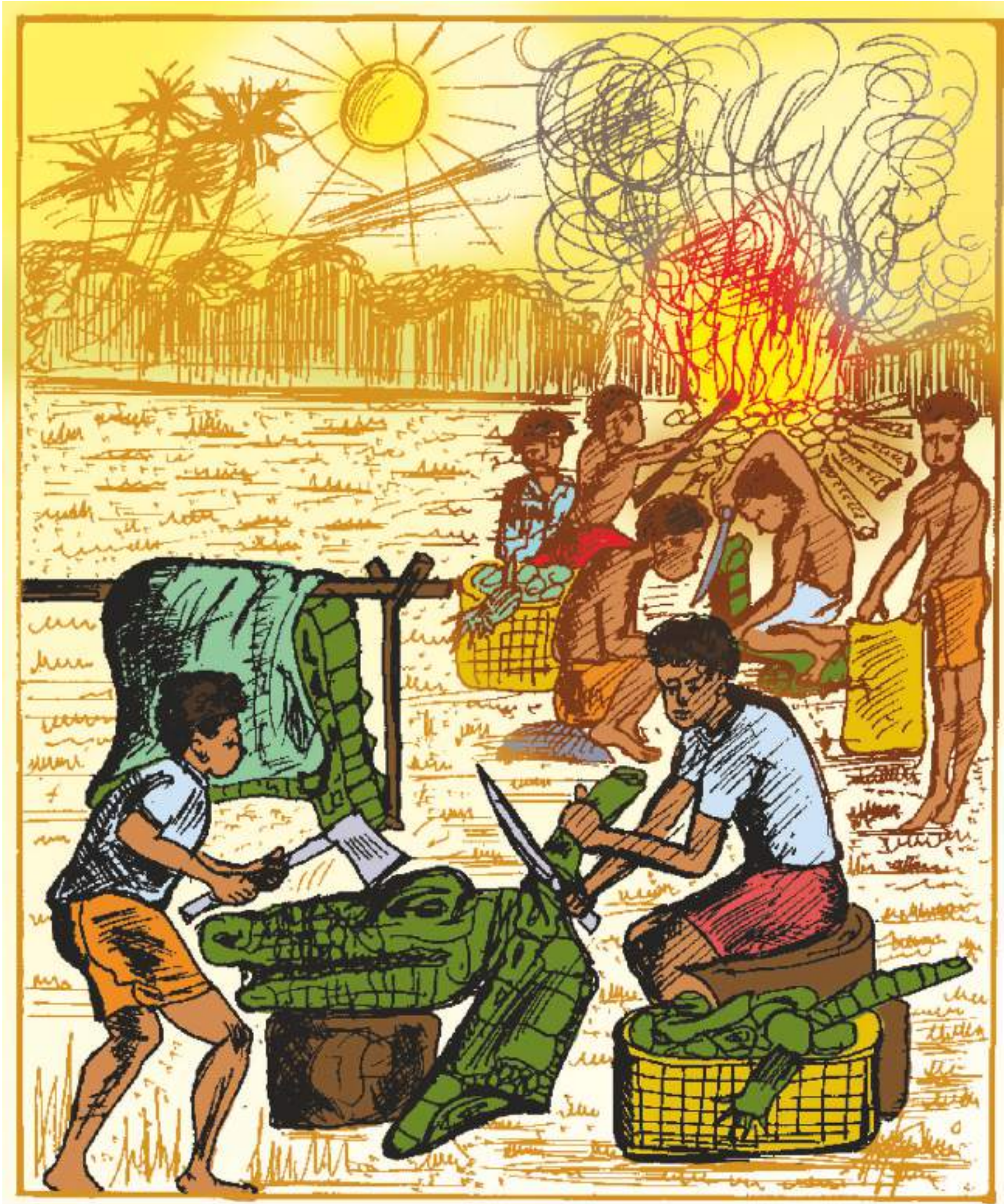
We picked up sticks and stones and began to hit the crocodile. It let go of Emmanuel and tried to run away.



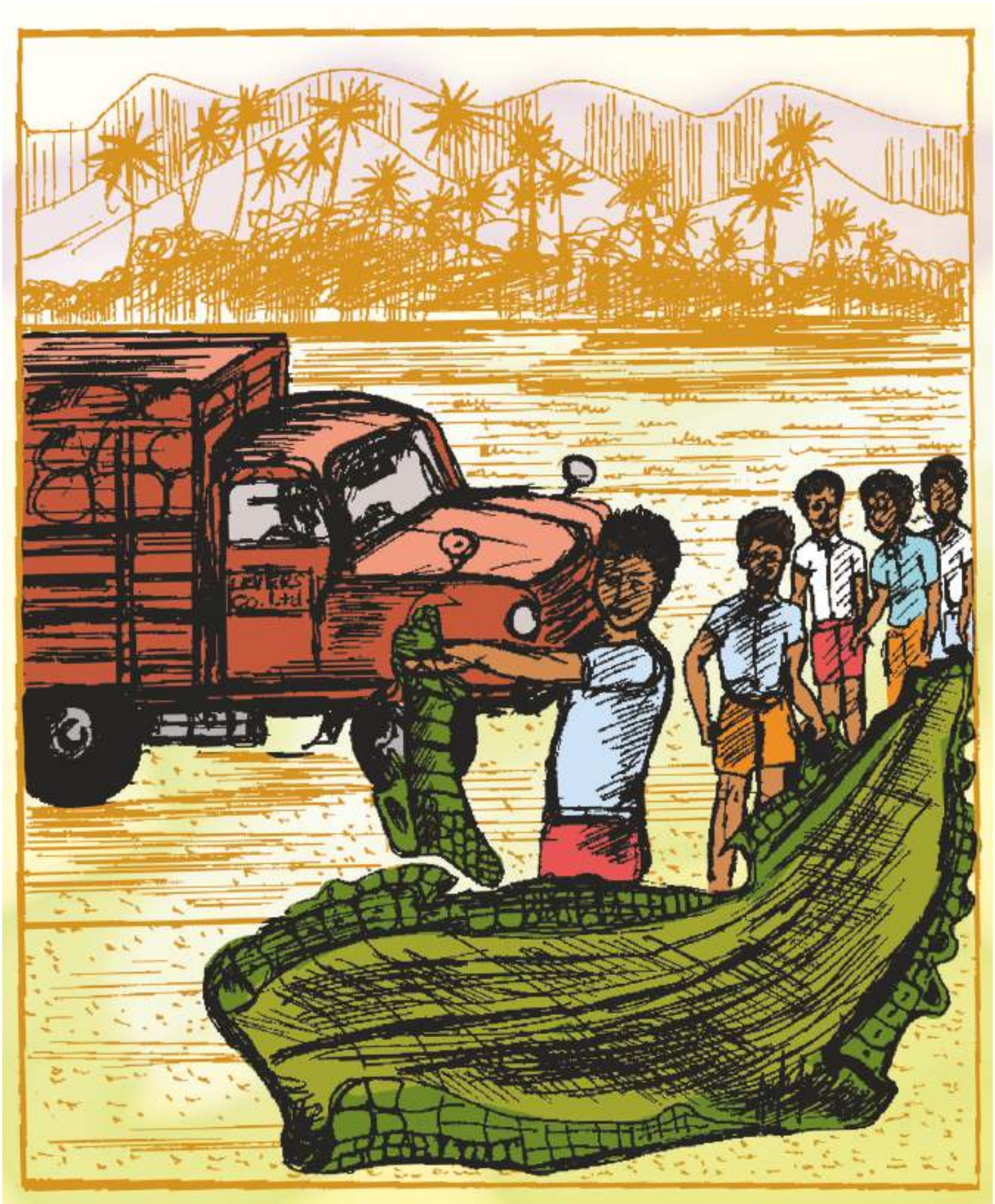
We chased it into the bush, caught it and killed it with our spears and heavy stones.



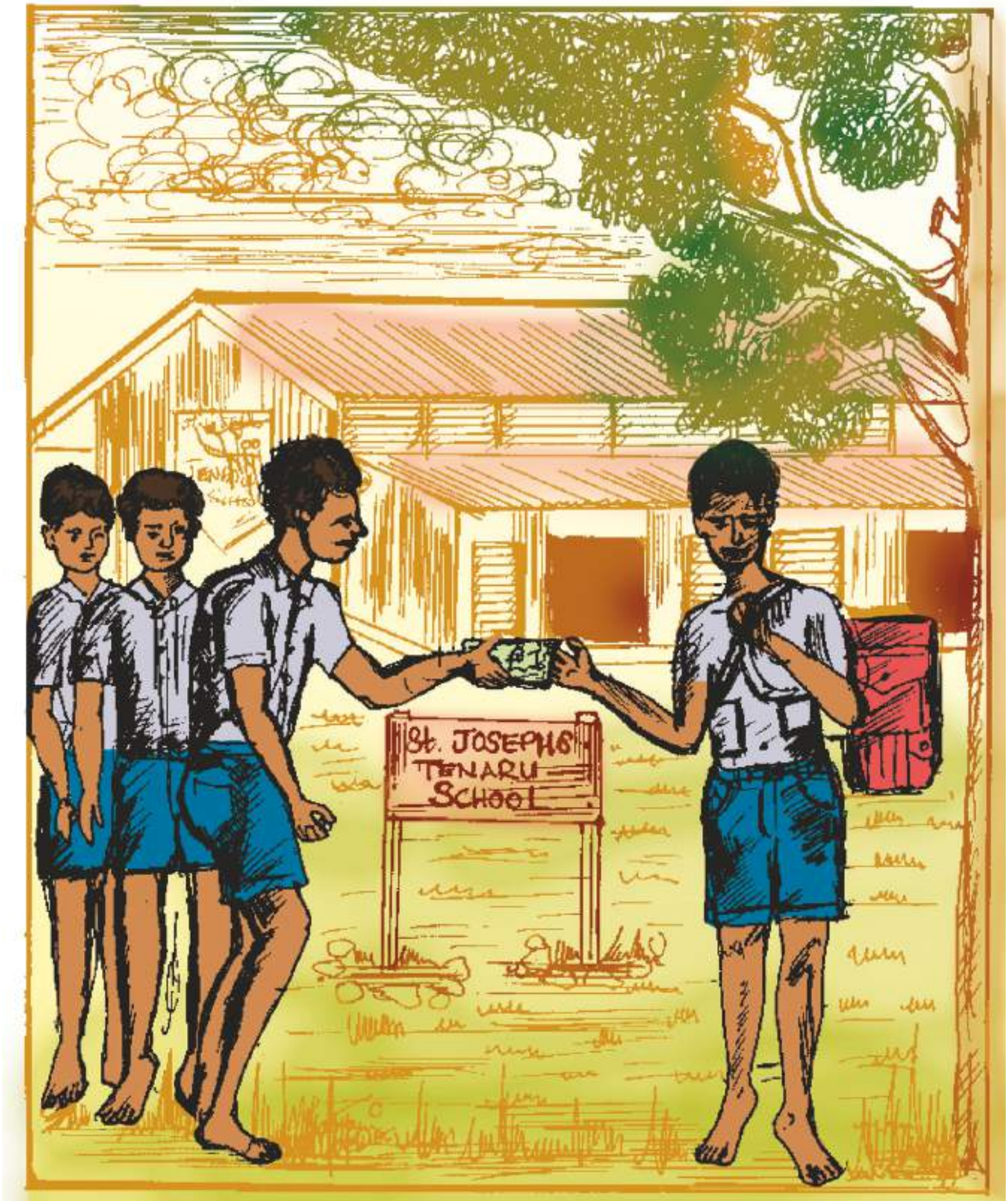
Emmanuel was carried back to school and then taken by truck to the Central Hospital. There he was treated for his wounds.



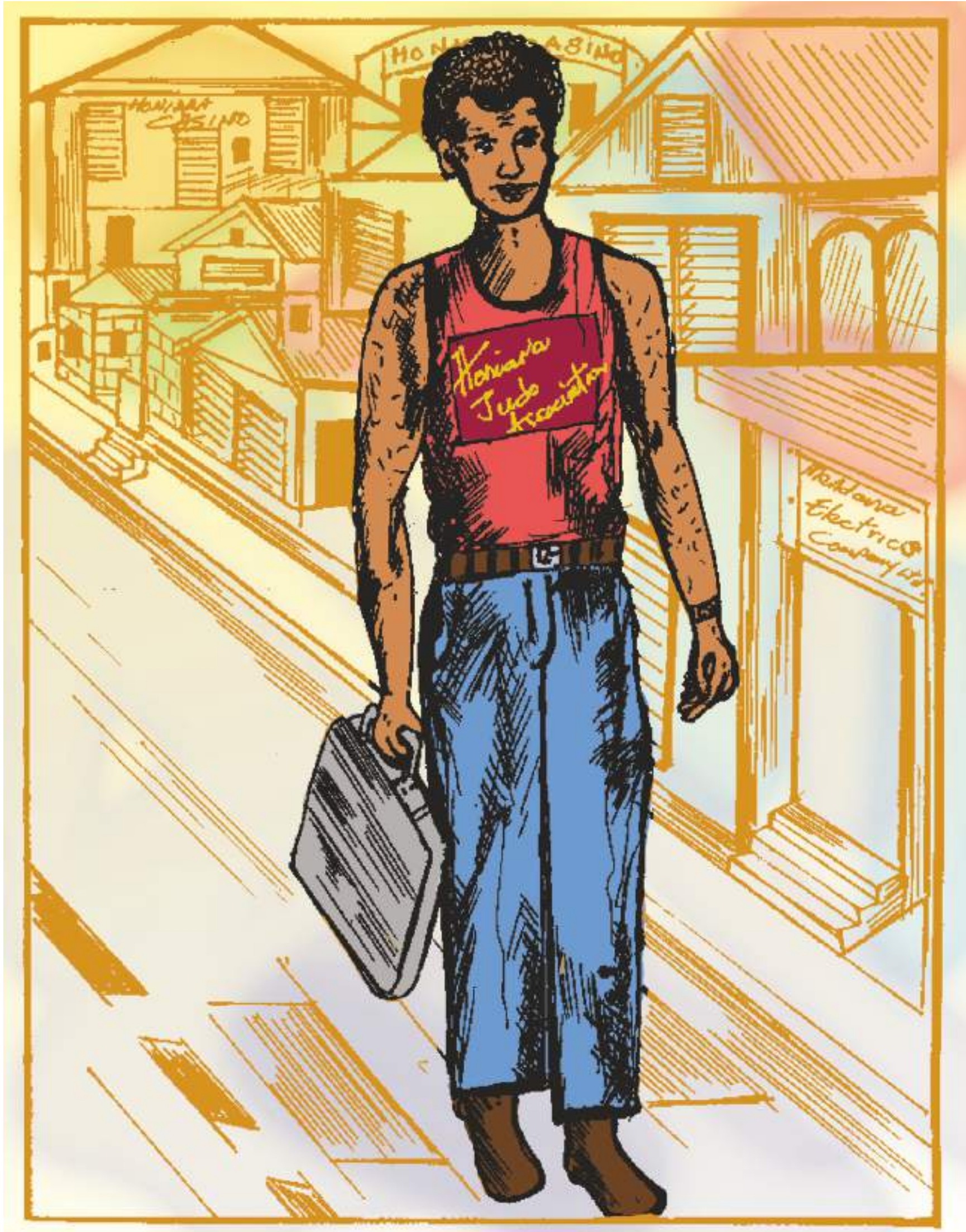
Meanwhile, we boys skinned and cut up the crocodile and baked the meat in the motu. We had a big feast.



Later we sold the skin for
twenty-one pounds.



We shared out the money among us all and when Emmanuel came out of hospital we gave him his share.



If you meet Emmanuel in Honiara he might show you the scars where he was bitten by the crocodile.

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| Text: | <i>Emmanuel and the Crocodile</i> |
| Level: | Year 3 |
| Message: | Life is unpredictable so value it |
| Discussion focus: | Misadventures and lucky escapes |
| Comprehension: | Action/reaction |
| Vocabulary focus: | Action verbs; past tense; conjunction <i>and</i> |
| Letters and sounds: | <i>tw</i> - |
| Writing opportunity: | Reconstruct a narrative |

| ACTIVITIES | LANG. | SYLLABUS |
|--|------------|--------------------|
| <p>Day 1</p> <p>Modelled Reading Part 1</p> <p>Set the context: Talking with learners</p> <p>Tell learners <i>This book is Emmanuel and the Crocodile which is about a boy called Emmanuel when he was a high school boy.</i> Show the learners the cover of the book and ask about what they can see Emmanuel doing.</p> <p>Do a book walk for pp. 2 - 8 explaining any new or difficult vocabulary on each page (<i>Emmanuel, crocodile, shallow, watching, slipped, gathered</i>). Stop at p. 8 and hide p. 9 from learners. Ask: <i>What do you think will happen next?</i> Show learners the picture on p. 9 and get learners to predict what going to happen again.</p> | V/P + E | 3.4.1.1 3.3.2.1 |
| <p>Read the story: Listening and watching</p> <p>Read pp. 2 - 8 in clear English with expression. On p. 7 read the last sentence slowly and quietly to add tension to the story. Read p. 8 slowly and quietly to continue to build tension. Stop at p. 8.</p> | E | |
| <p>Review the story: Understanding the story</p> <p>Turn through the pages of the book getting learners to discuss what is happening on each page in pairs. Remember to stop at p. 8. Learners can suggest what they think will happen on p. 9 and beyond. Take this opportunity to extend learners explanations if needed. Assure the learners that they will hear the rest of the story tomorrow.</p> | V/P + E | 3.4.2.1 3.3.2.3 |
| <p>Responding to the story: Talking by the learners</p> <p>Ask the learners to think about the what Emmanuel was doing and whether it was unsafe or just unlucky. Make sure they know the difference: unsafe is putting yourself in danger, unlucky is not thinking there was danger when there was something unexpected. <i>Do you think that Emmanuel's actions were unsafe/risky? Would you dive to catch fish if you were in Emmanuel's position? Have you ever done something that you knew might be dangerous before you did it? What was it?</i> Discuss these activities.</p> | V/P + E | 3.6.1.4 3.3.2.3 |
| <p>Focus on Letters and Sounds: <i>tw</i> -</p> <p>Get learners to look at the word <i>twenty</i> on p. 4. Sound the word out slowly and listen carefully to the <i>tw</i> at the beginning of the word. Write a large <i>t</i> on a card and a large <i>w</i> on another card. Give the letter to two separate learners and ask them to stand at the front of the room on opposite sides of the class. The two learners holding the letters then need to slowly walk together. As they move together the other learners in the class have to gradually pronounce the two sounds closer and closer together. When the learners holding the two letter meet in the middle of the classroom ensure that the learners are blending the sounds together to make the <i>tw</i> sound.</p> <p>Explain that this is an unusual blend in English so they may have trouble finding <i>tw</i>- words. Write these ones up on a <i>tw</i>- list: <i>twenty, twelve, twin, twinkle, twig, tweet, tweak, twice, twiddle, twirl, twist, twitch.</i> Show the learners that <i>two</i> uses the pattern, but not the sound: it is one to remember carefully.</p> <p>Ask learners to make sentences with 2 or more of the <i>tw</i>- words. Have some time to tell each other, then write in exercise books.</p> | E + V/P | 3.4.3.1 |

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| <p>Day 2</p> <p>Modelled Reading Part 2</p> <p>Revising and completing the story</p> <p>Remind learners of what was read in the last lesson. Flip through pp. 1 - 8 stopping on each page to allow learners to describe what happened on each page. When you get to p. 9 get learners to recall their predictions from the previous reading. Conduct a book walk for pp. 9 - 16. Read the rest of the book to the learners.</p> | V/P + E | 3.4.2.1 3.3.2.1 |
| <p>Review the story: Understanding the story</p> <p>Turn through the pages of the book starting at p. 9. Get learners to discuss what is happening on each page in pairs. Take this opportunity to extend learners explanations if needed.</p> | V/P + E | 3.4.2.3 3.4.2.5 |
| <p>Responding to the story: Talking by the learners</p> <p>Ask learners: <i>Did what you guessed was going to happen in the book happen? What surprised you about the book? Do you think Emmanuel was happy at the end of the book? Do you think Emmanuel will dive for fish again?</i> Learners give their reactions to the book.</p> | V/P + E | 3.3.2.1 |

| ACTIVITIES | LANG. | SYLLABUS |
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| <p><u>Close Reading</u> Conduct a close reading of pp. 2 – 3. Summarise: look at how the writer shows us the past using time.</p> | E + V/P | 3.4.3.7 |
| <p><u>Focus on Vocabulary: Action verbs/past tense</u> <i>Preparation:</i> make a nuber of flashcards with forms of verbs taken from the book <u>bit</u> <u>rush</u> <u>collect</u> <u>gather</u> <u>dive</u> <u>swim</u> <u>slip</u> <u>struggle</u> <u>call</u> <u>chase</u> <u>catch</u> <u>kill</u> <u>carry</u> <u>bake</u> <u>sell</u> <u>share</u></p> <p>Show the learners that cards and ask them to identify the words. Act some of these out: remind them that if you can act them out, they are usually Action verbs (actions we can do and see). Tell the learners that these actions can be found in the book, but they won't all look like these because the book is a recount: remind them that recounts are in the past. Decide what the past tense of each action will be. Divide the cards into regular (add <i>ed</i>) and irregular (change the word). Revise what they learnt about irregular verbs when they read <i>The Claypot</i> the previous week.</p> <p>Look thourgh the book and find the past tense forms of these actions. Look carefully at the spelling.</p> <p>Oral game: 2 learners come out the front. Give one learner 2 cards and they must make a sentence (eg. <i>I swim in the sea and catch fish</i>). The other learner must listen and change the sentence into past tense (<i>I swam in the sea and caught fish</i>). The class listens to check accuracy.</p> | E + V/P | 3.4.3.2 3.4.3.4 |

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| Day 3 <u>Shared reading: Revisiting the story</u> Give learners small copies of the book. Read pp. 2 - 8. Read one page of the story and then get a group of learners to read the next page together. Read the next page and them pick another group of learners to read the next page. Continue reading this way until you reach p. 9. | E | 3.4.3.1 2 |
| <u>Close Reading</u> Conduct a close reading of pp. 8 - 9. Summarise: this is where the complication starts. Notice what is doing the actions now (crocodile), not Emmanuel. | E + V/P | 3.4.2.3 |
| <u>Focus on print: Conjunction and</u> Look back at p. 9 at the sentences in the book: <i>The crocodile bit Emmanuel on his side and began to pull him back behind the log. Emmanuel struggled against the crocodile and called for help.</i> Ask the learners to say how many things happen in each sentence (2). Find these: <i>bit</i> and <i>began to pull</i> ; <i>struggled</i> and <i>called</i> . Explain: <i>In these sentences, and is used to join two two things happening. We could used two sentences, but the actions are connected closely.</i> Look at p. 9 and find the <i>and</i> that joins 2 things happening in each sentence: <u>We picked up sticks and stones and began to hit the crocodile. It let go of Emmanuel and tried to run away.</u> Look at p. 13 and find 3 things happening in a sentence, using <i>and</i> to separate the things happening. Write up these sentence on the board: <i>We set up a camp on the river bank.</i> <i>The crocodile bit Emmanuel on his side.</i> <i>Emmanuel was carried back to school.</i> <i>Emmanuel swam after the fish.</i> <i>We picked up sticks and stones.</i> <i>We shared out the money among us all.</i> Learners decide how to continue each sentence with an <i>and</i> to join up another thing happening. Use the books to find the ction that should be joined. Copy the sentence, but do not write . Instead write iandi and continue the sentence. Choose one sentence to illustrate: remember that it needs 2 pictures, one for each thing that happens. | E + V/P | 3.7.2.1 |

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| <p>Day 4 <u>Shared reading: Revisiting the story</u> Give learners small copies of the book. Read p. 9 - 16 starting at p. 9. Read one page of the story and then get a group of learners to read the next page together. Read the next page and them pick another group of learners to read the next page. Continue reading this way until you reach the end of the book.</p> | E | 3.4.2.4 |
| <p><u>Comprehension: Action/reaction</u> Make sure learners have small copies of the book. Notice that there is a lot of action in this book, but not much thinking and feeling. Revise the lesson about verb types from <i>The Claypot</i> when you looked at Thinking/Feeling verbs to find out how the characters were reacting to the action. Tell learners: <i>Now that we have read the book a few times I want you to pretend that you are the character in the book. Think about how you would feel at spots in the book.</i></p> <p>Get learners to look at p. 9 and identify the action. Ask: <i>How did Emmanuel feel when he was bitten by the crocodile?</i> Decide on a good sentence to put into the book eg. <i>Emmanuel was shoked and afraid.</i></p> <p>Brainstorm other words that would be good to use in this book, turning the pages of the book and deciding what would be some reactions: <i>hungry, excited, scared, angry, terrified, brave, surprised, desperate, shocked, worried, concerned.</i></p> <p>Use the sentences from Day 3: decide on another sentence that goes with each one to give the characters thoughts and feelings: write these in exercise books eg. <i>We set up a camp on the river bank and made a picnic. We were happy to be away from school.</i></p> <p>Note: it is important for learners to see how to extend ideas with connected action and connected reaction.</p> | E + V/P | 3.3.2.1 3.6.2.4 3.7.2.1 3.8.1.6 |

| ACTIVITIES | LANG. | SYLLABUS |
|---|------------|--------------------|
| Day 5 <u>Independent Reading</u> Give learners copies of small readers and learners read the book with a friend. | E | 3.6.1.1 3.4.2.4 |
| <u>Guided Writing: Reconstruct narrative/changing perspective</u> Think about a time when you did something that didn't go well, that had an unexpected result. OR, think about a story that happened to someone you know. Re-tell that event using actions, linking actions and the reactions by the characters. Use the form in the book: <i>When was it? Who was involved? What happened? What was the problem? Who helped? What was the outcome?</i> Learners tell each other the event and then draw pictures of what happened. Finally write the sentences to tell the whole recount. This may take a longer time: learners can continue on other days and then read out their writing to partners. It would make a good classroom book of Misadventures! (<i>misadventures</i> are adventures that go wrong) | E + V/P | 3.7.2.3 3.9.1.9 |

