

# Have You Seen The Crocodile?



By **Jacob Zikuli**

Illustrated by **Jackson Onahikeni**

Nguzu Nguzu Reading Books

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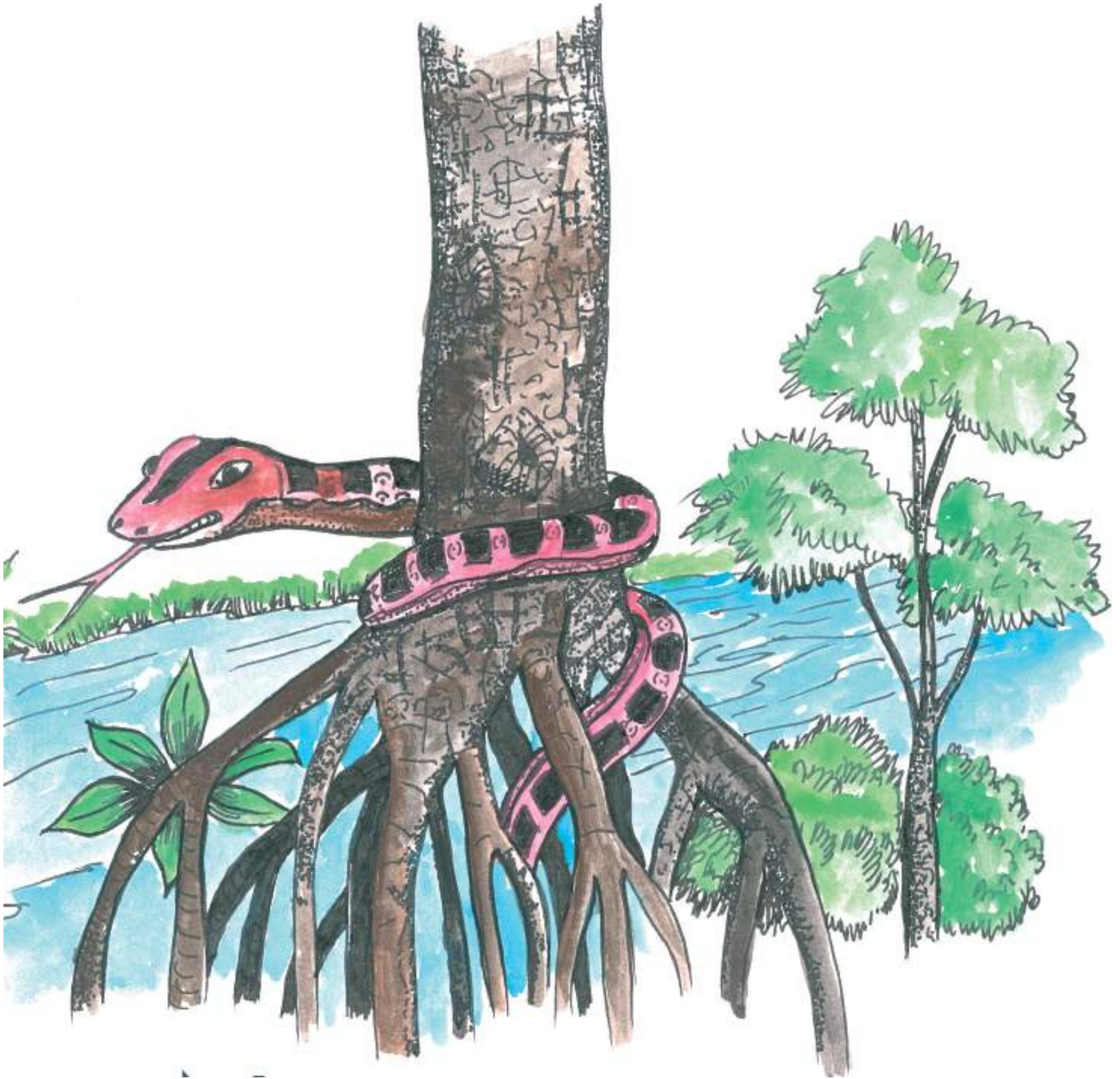


**“Hey snake, have you  
seen the crocodile?”**



**asked the parrot.**





**“No”, said the snake.**

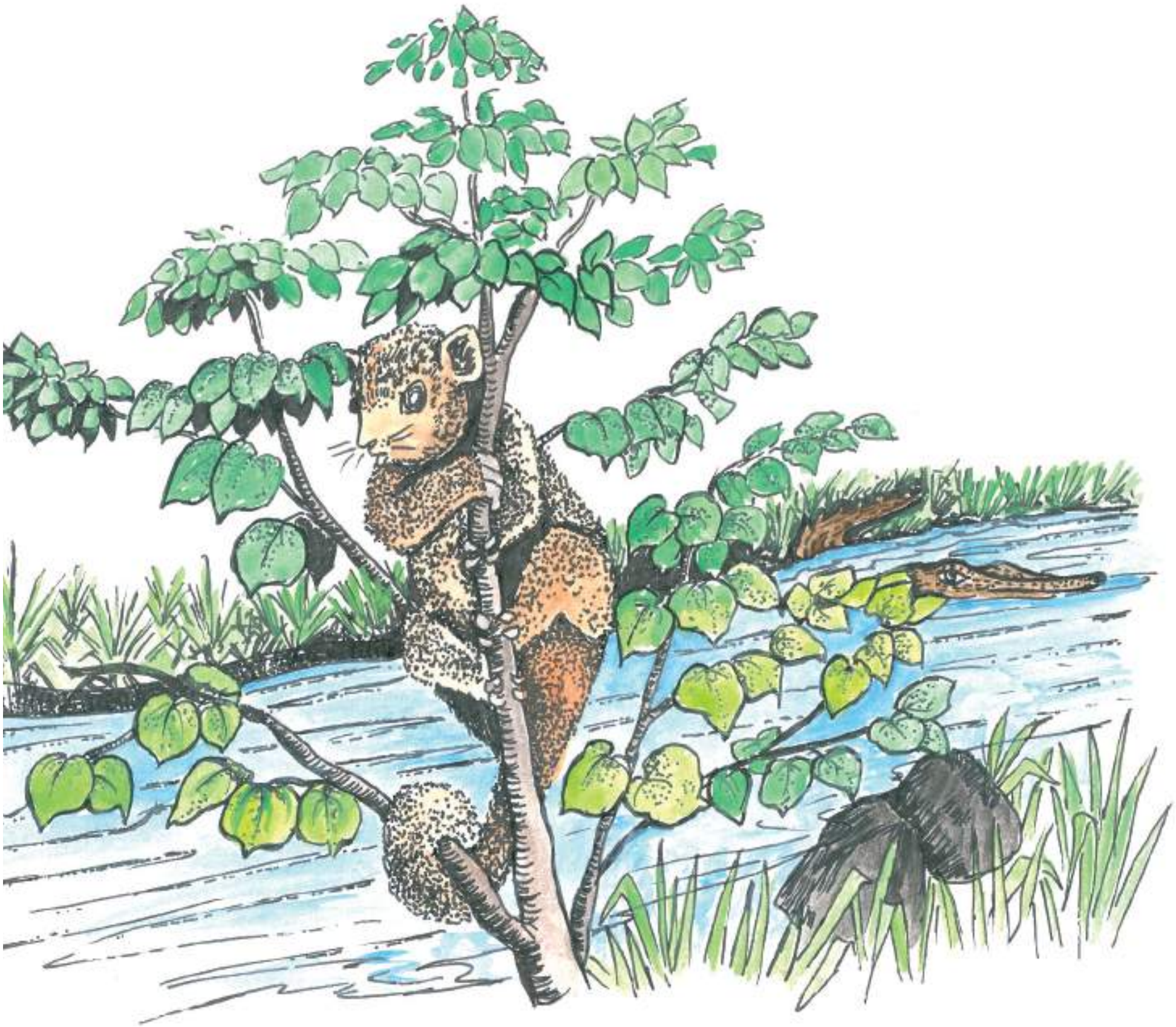


**“Hey possum, have you  
seen the crocodile?”**



**asked the snake.**





**“No”, said the possum.**



**“Hey frog, have you  
seen the crocodile?”**



**asked the possum.**





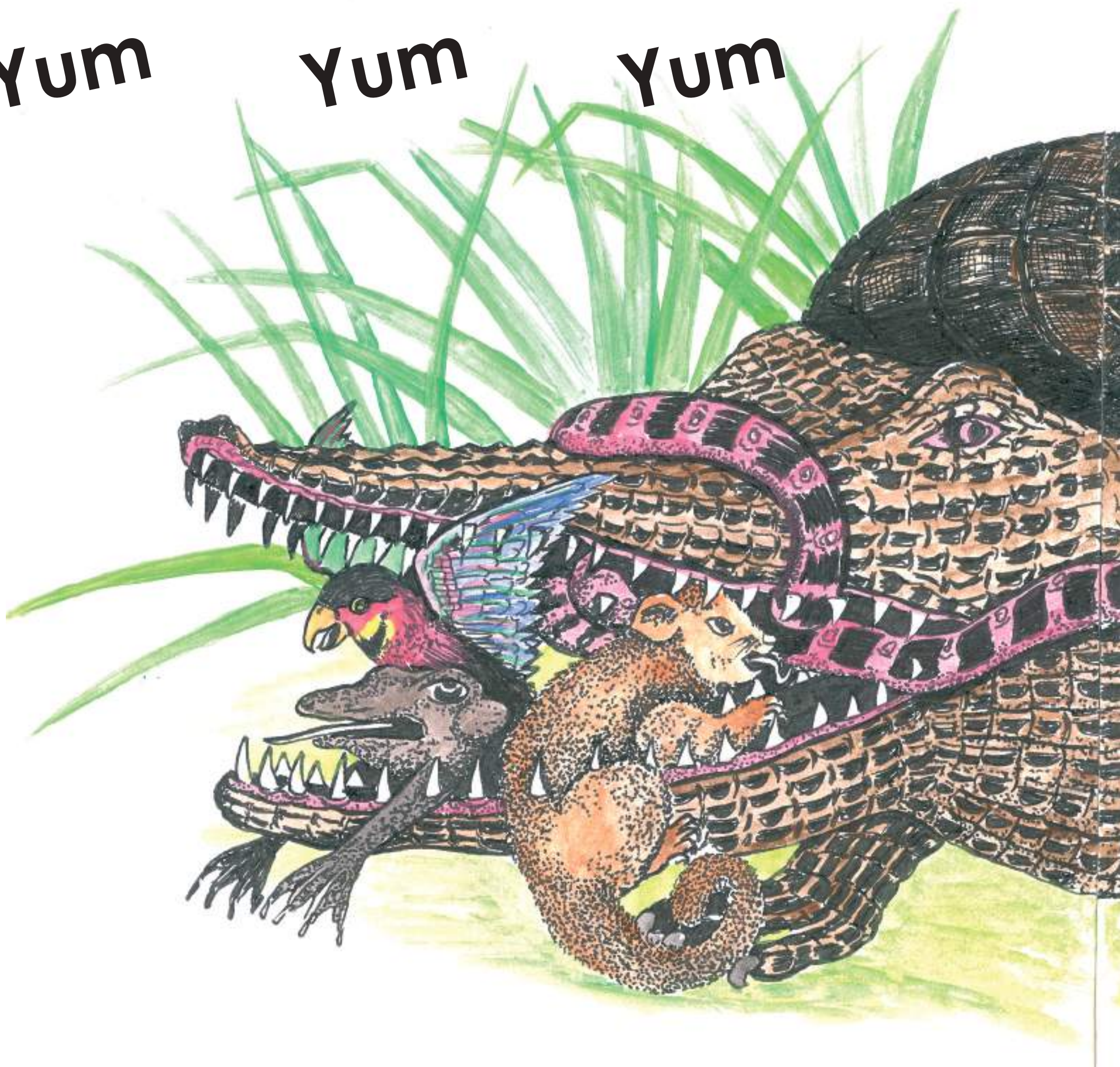
**“No”, said the frog.**



Yum

Yum

Yum

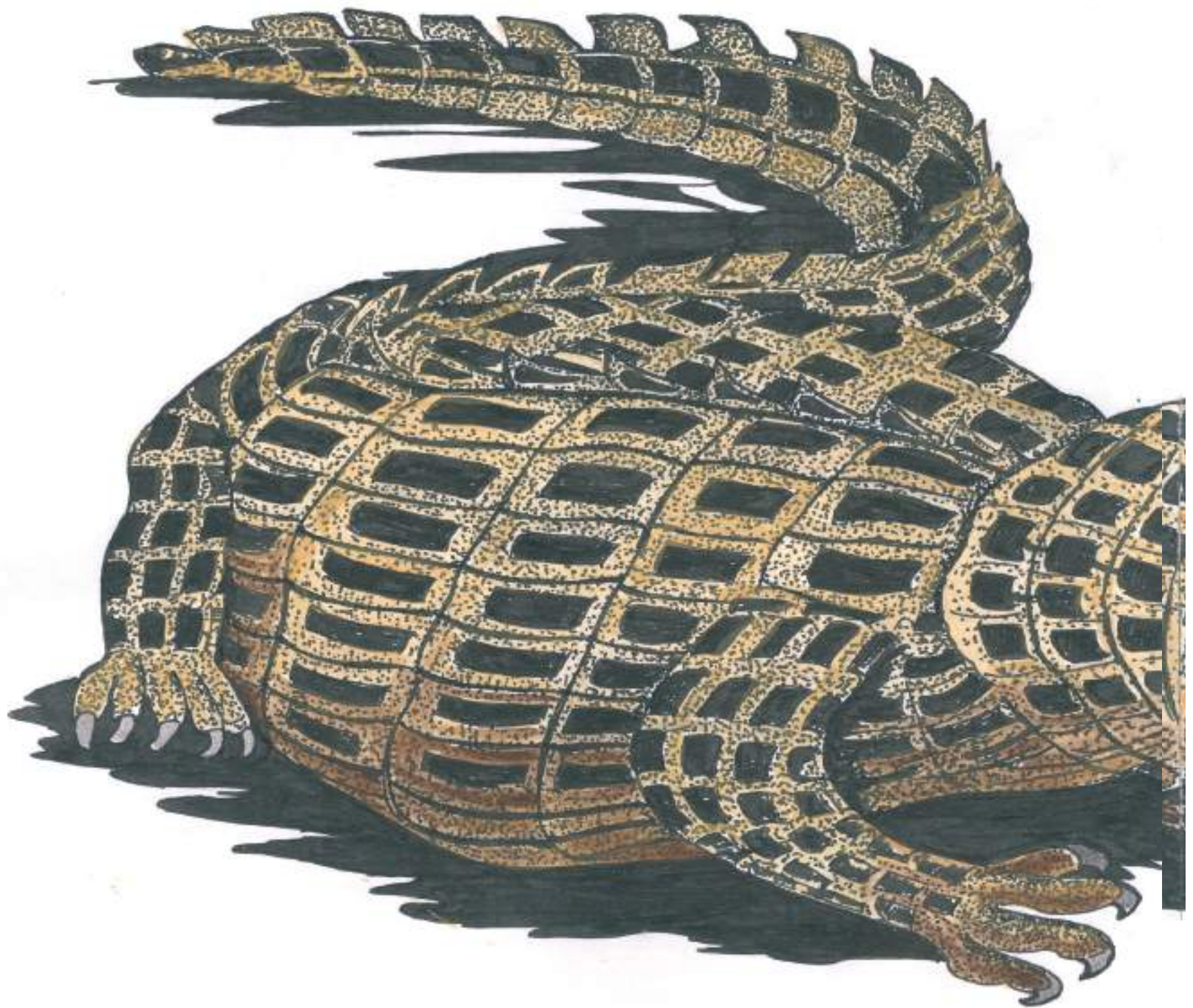






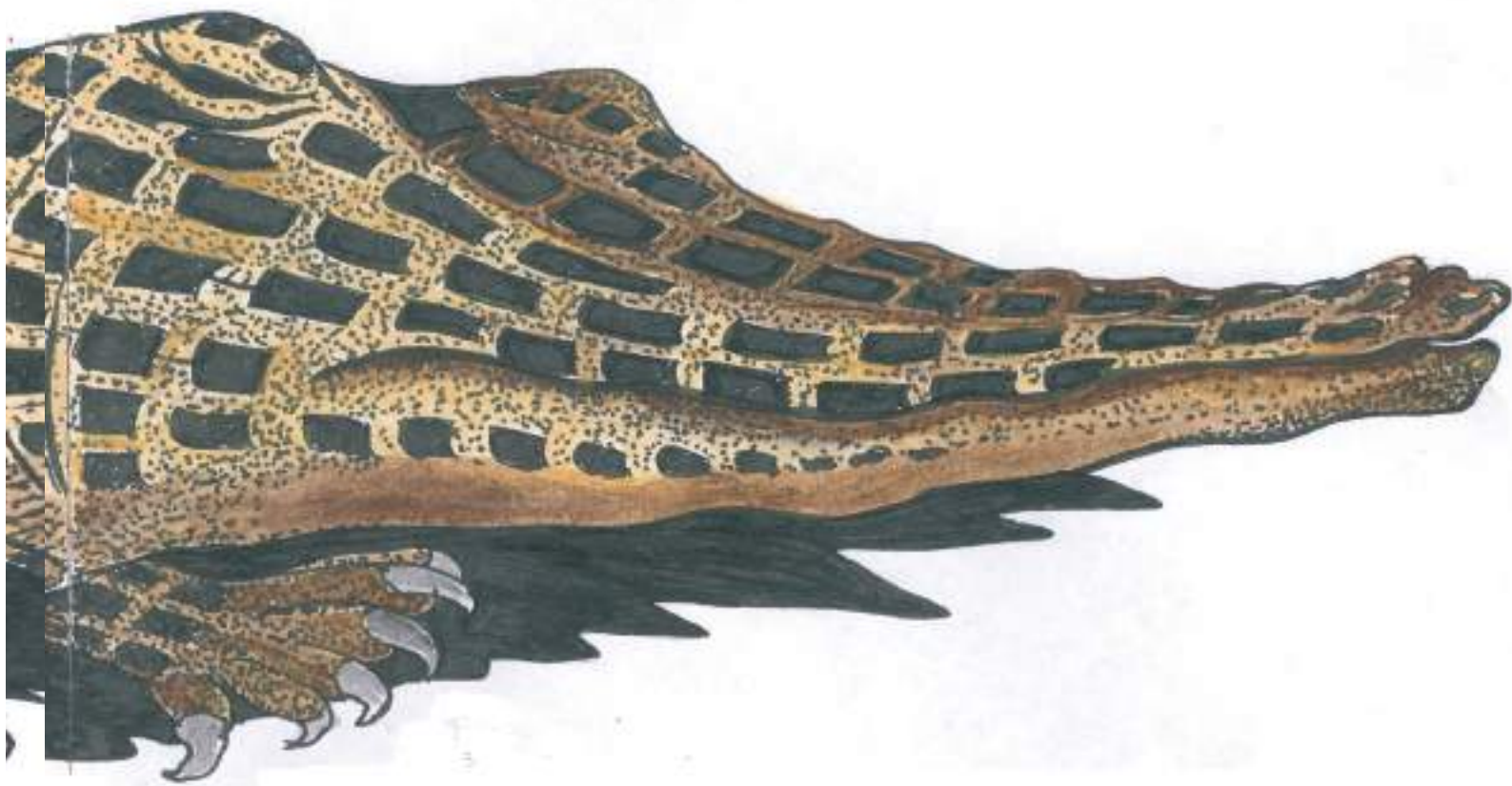


**“Hey crocodile, have  
you seen the .....**





**the parrot  
the snake  
the possum and  
the frog?”**



**“No!” said the  
crocodile.**



Text:	<i>Have you seen a crocodile?</i>
Level:	Year 1
Message:	Crocodiles are not friendly!
Discussion focus:	The dangers of crocodiles
Vocabulary focus:	Animal names
Letter/Sound focus:	<i>p, y</i>
Print focus:	Speaking marks
Writing opportunity:	“Have you seen _____?” story

## ACTIVITIES

	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p>Set the context: Talking with learners</p> <p>Tell the learners: <i>This story is called Have you seen a crocodile? and is about a staying away from crocodiles because they like to eat things.</i> (Point to the crocodile on the front cover). Ask learners if they have ever seen a crocodile and where. Let a few learners tell about their experiences: you use prompts to help them explain their experience. Now ask everyone <i>What sort of things do crocodiles eat?</i> Let the learners tell animals and how the crocodile might catch these animals.</p> <p>Now walk through the text. Point out the animals and give the names of the animals in English. Show where these words are written on the page OR write the animal names on the board, showing how they are spelt and sound (<i>parrot, snake, possum, frog</i>). Make sure the learners notice that the crocodile has eaten all the animals on p. 8!</p>	<b>V/P + E</b>	1.3.3.1 1.4.1.4
<p><u>Read the story: Listening and watching</u></p> <p>Read the story, pointing to the animals when each character is mentioned without stopping. Make sure you use your voice to sound like a question and an answer.</p>	<b>E</b>	1.6.1.1
<p><u>Review the story: Understanding the story</u></p> <p>Look at the pages: Ask the learners to explain to you what is happening on each page, in their own words.</p> <p>Re-read the learner the story. The learner might take on the response “No” on each page.</p>	<b>V/P + E</b>	1.4.1.2
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners <i>What did you like about the story? Would you like to be a parrot when there is a crocodile? Or a frog?</i> Prompt learners to extend their answers to say why.</p>	<b>V/P</b>	1.3.1.2

<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to say what they remember about the story. Help them to retell in their own words (not read). You could turn the pages and ask a learner to tell what happened. Revise any new words that learners did not know in English.</p> <p>Now read the story. If there are parts that the learners can take, they can join in, but not the whole book. Eg. Learners say the part “<i>Have you seen the crocodile?</i>” and the teacher reads the other parts.</p>	<b>V/P + E</b>	1.3.2.2 1.6.1.1
<p><u>Focus on vocabulary: words for animals</u></p> <p>Write the words for the animals on cards: <u>parrot</u>, <u>snake</u>, <u>frog</u>, <u>possum</u>, <u>crocodile</u>. Help the learner to recognize the words by looking at the letters and the sounds. Show a page and ask learners to match the card with word on the page.</p> <p>Ask the learners to think about more animals that the crocodile might eat: think about the size (not too big, not too small). Write these words on cards so the learners can see and recognize these words. Make sure they know the words in a familiar language. Now use the book to make up new sentences to include these animal names.</p>	<b>E + V/P</b>	1.6.2.6 1.4.2.4 1.3.1.3

<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to say what they remember about the story. Help them to retell in their own words (not read). You could turn the pages and ask a learner to tell what happened. Revise any new words that learners did not know in English.</p> <p>Read the story with half the class reading <i>Have you seen the crocodile?</i> And the other half answering <i>No</i>. make sure you read the other parts clearly.</p>	<b>V/P + E</b>	1.3.2.2 1.6.2.6 1.6.1.1
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ACTIVITIES	LANG.	SYLLABUS
<p><u>Focus on print: Speaking marks</u>  Bring learners' attention to the speaking marks on the first page. This is the first book that shows these. Explain that these are a signal to the reader that someone is speaking. Give out the small books and ask learners to find the speaking marks and put their hands around the speaking: left hand at the beginning, right hand at the end of the speaking. Note that the words AFTER the speaking marks tells us <i>who</i> is speaking. Do this on each page, with learners find the speaking marks and putting hands on each side. They could say the words with you inside their hands.  Suggest the types of voices that the animals might use. <i>How would the parrot sound? How would the snake sound.</i> Practice making voices for the animals.</p>	E + V/P	1.4.2.5
<p><u>Focus on letter/sound: p</u>  Making the letter: Ask learners to find the animal names, <i>parrot</i> and <i>possum</i>. Focus on the first letter of each word and identify this as a <i>p</i>. Look at the shape and trace over it in the book: learners do the same in the small copies. Say: <i>all the way down to make a long tail, then carefully up and make a circle.</i> Learners follow and say as well. Make the letter in the air, in their hands. Look for other examples of <i>p</i> around the room.  Making the sound: Go back to the words <i>parrot</i> and <i>possum</i>. Ask the learners to listen to the sound at the beginning of the word. Identify the <i>pppp</i> sound (do NOT say <i>pa</i>, only the <i>pppp</i>). Together think of more words that start with this sound, from other books they have read: <i>pink, purple</i>. Make a class list of <i>p</i> words from reading and other places: <i>pig, pencil</i>. Write a word for each pair of learners on a piece of paper and learners can illustrate to make <i>The P Book</i> for the class.</p>	E + V/P	1.7.2.1 1.4.2.3
<p>Day 4  <u>Shared reading: Revisiting the story</u>  Revise the information about speaking marks from the previous day.  Divide the class into 5 groups. One group reads the parrot's words, another reads the snake's words, another reads the possum's words, another reads the frog's words and the final group reads the crocodile's words. The teacher will read the other parts.  Now read the story with each group reading their part.</p>	E	1.6.1.1
<p><u>Focus on letter/sound: y</u>  Making the letter: Ask learners to focus on the word <i>you</i> in their books. Find all the times that word is used. Then find the page that says <i>yum, yum, yum</i>. Ask the learners to identify the first letter: they might know it is <i>y</i>. Trace how to make it and say: <i>a short line to the side, a long line to join and keep going long.</i> Make the letter in the air and learners join in. Find other examples around the room. Remind learners that we often find the <i>y</i> at the END of words so look there. Look in other books to find the <i>y</i>.  Making the sound: Say the words <i>you</i> and <i>yum</i>. Focus on the sound and say it <i>yyy</i>. (NOT <i>yer</i>, just <i>yyy</i>). Think of other words with <i>y</i> at the beginning: <i>yesterday, yellow</i>. Explain that <i>y</i> changes sounds a lot, but usually says <i>y</i> at the beginning of words. Learners could try writing the words they found in their books.</p>	E + V/P	1.7.2.1 1.4.2.3
<p>Day 5  <u>Independent reading: trying the book yourself</u>  Learners use copies of the book to read by themselves or with a partner. Remind them to use expression to show the way the questions.</p>	E	1.4.3.1
<p><u>Shared Writing</u>  As a class, discuss what other animal might eat animals: a snake, a monster.  Class decides which animals could be in a new version of the story: use some of the ideas from earlier in the week. Review the animals on the cards.  Use the story to make a new version of <i>Have you seen the snake? Or Have you seen the monster?</i>  Learners take pages to illustrate to make a class book to read.</p>	E + V/P	1.7.1.4 1.3.1.4 1.9.1.4



















