

The Terrible Crocodile



By Albert Bori Sau
Pictures by Kisey Mae

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The Terrible Crocodile



By Albert Bori Sau
Pictures by Kisey Mae



The boys were marching through the bush.

"We're going to hunt the terrible crocodile," they said.



"Hello dog. We're going to hunt the terrible crocodile. We're not scared of the terrible crocodile. We're not scared of anything."



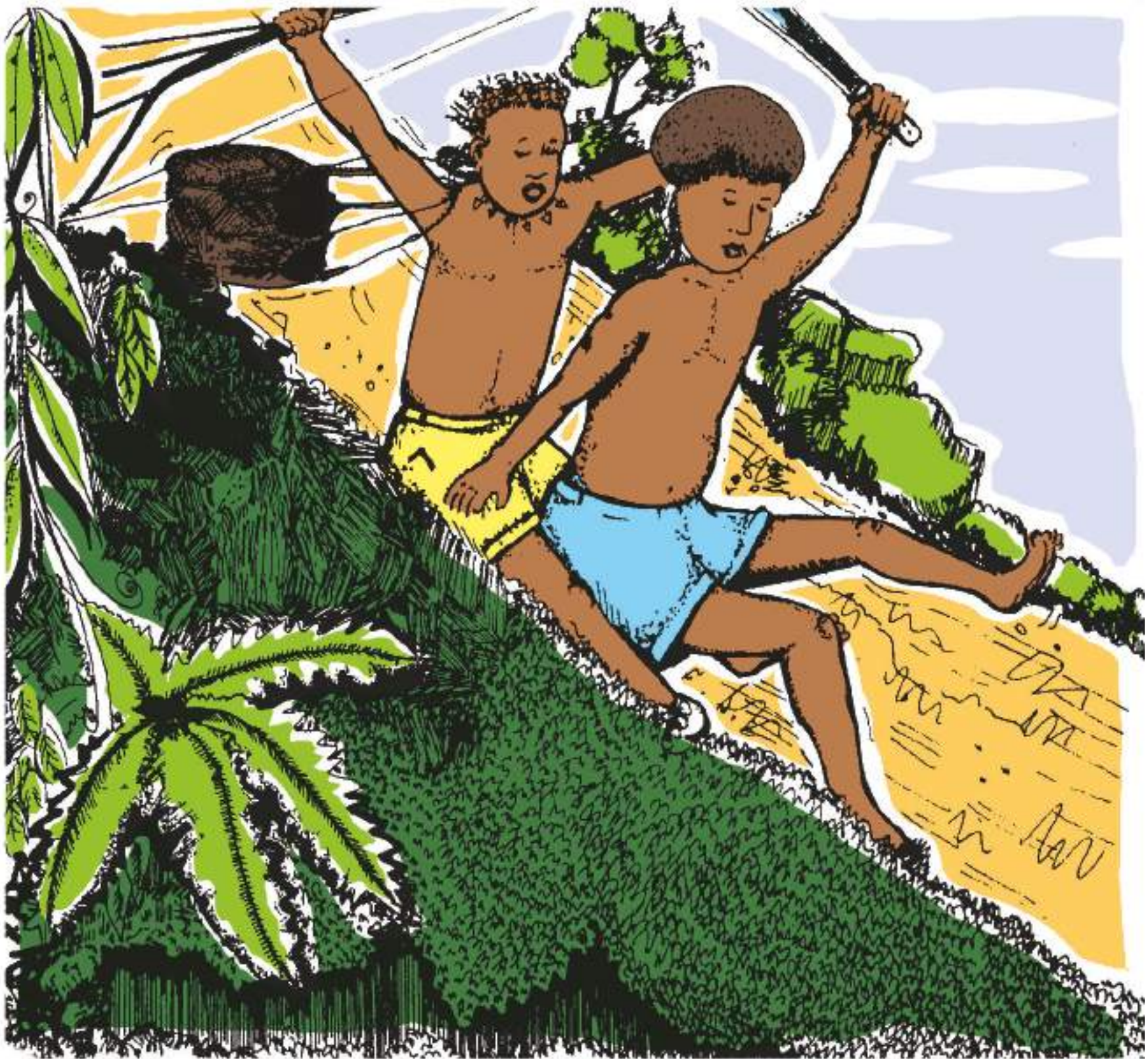
Creep, creep, through the bush.



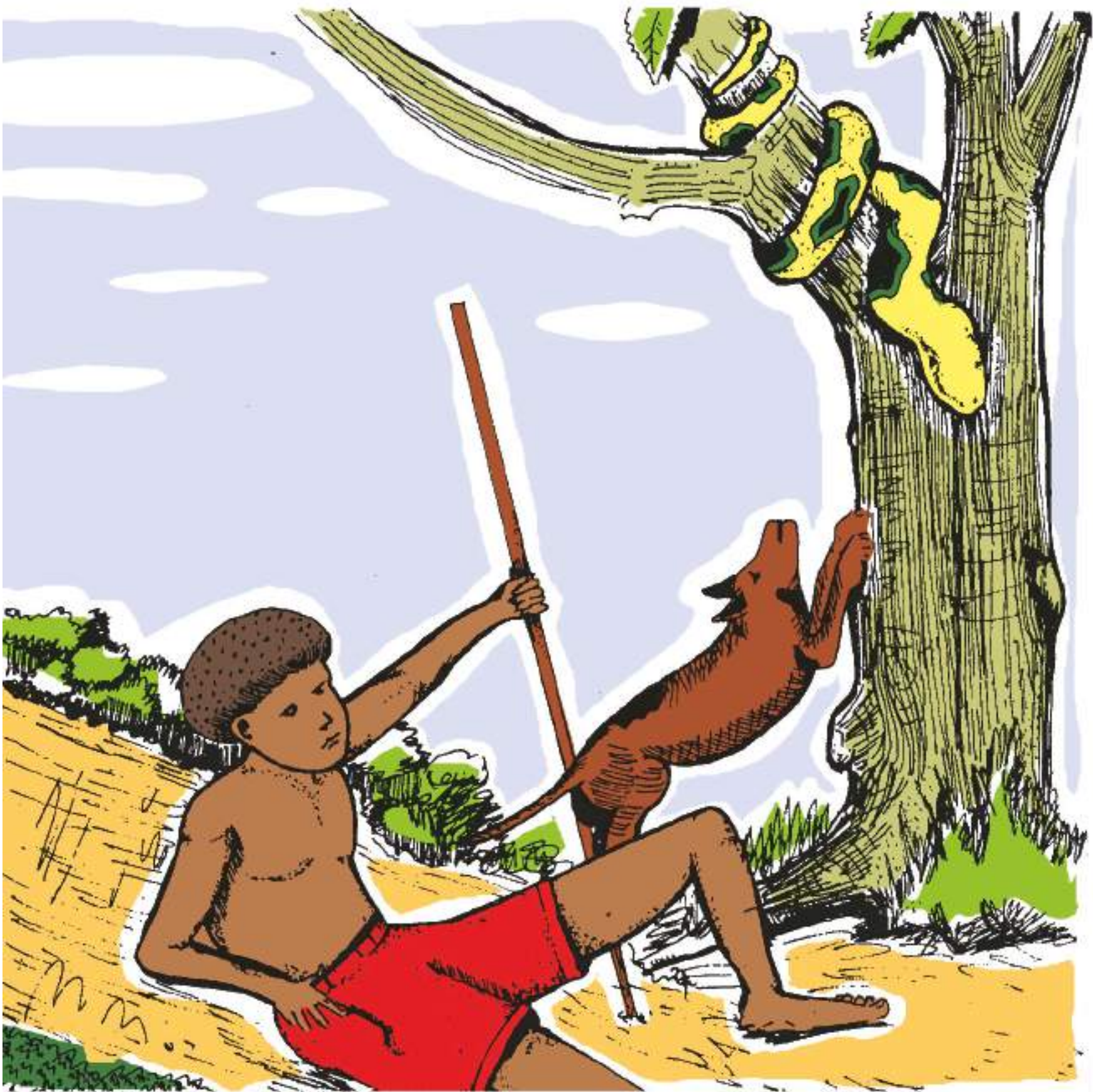
"Hello lizard. We're going to hunt the terrible crocodile. We're not scared of the terrible crocodile. We're not scared of anything."



Climb, climb, up the hill.



Slide, slide, down the bank.



"Hello snake. We're going to hunt the terrible crocodile. We're not scared of the terrible crocodile. We're not scared of anything."



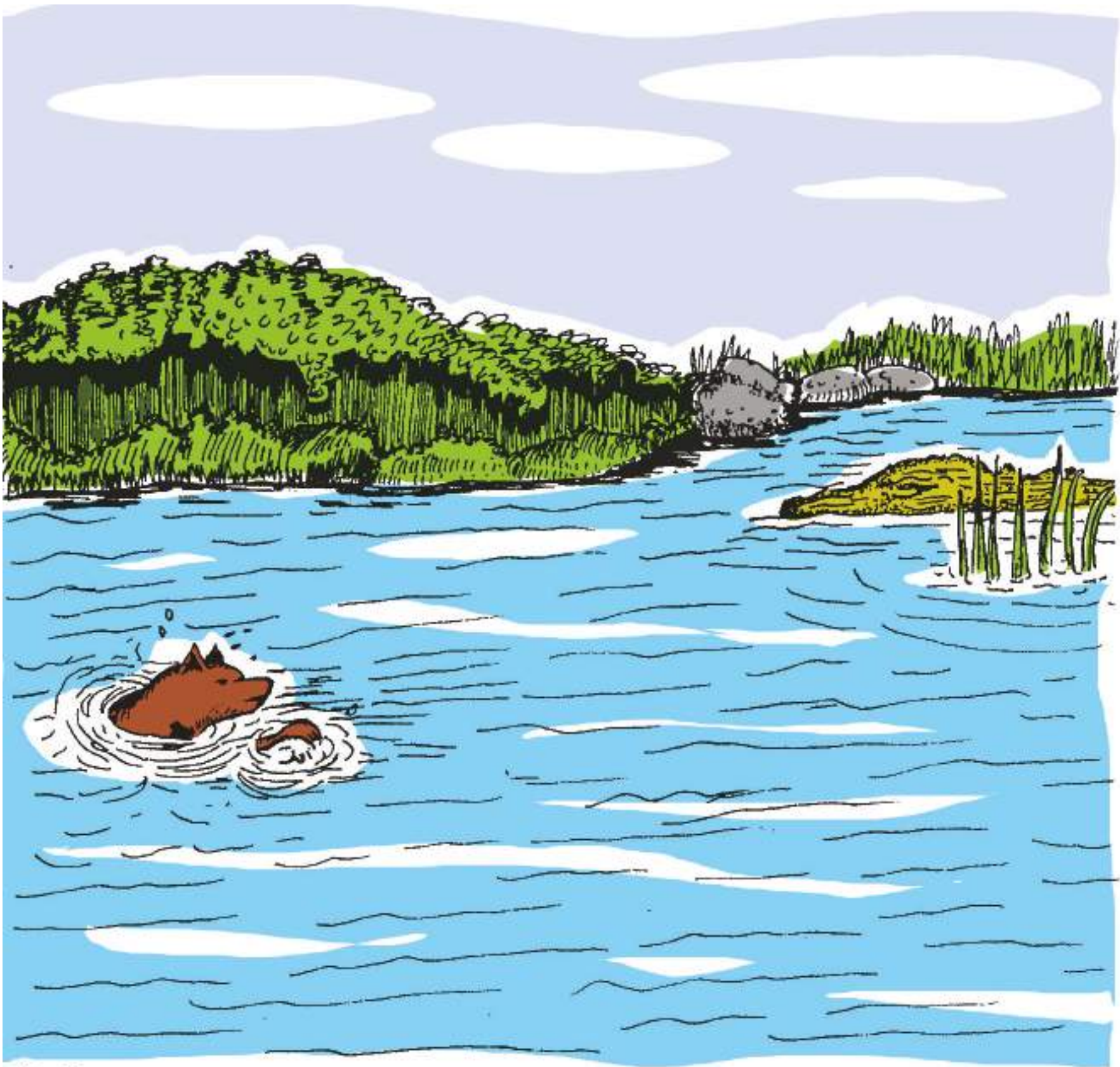
Splash, splash, into the river.



"Hello frog. We're going to hunt the terrible crocodile. We're not scared of the terrible crocodile. We're not scared of anything."



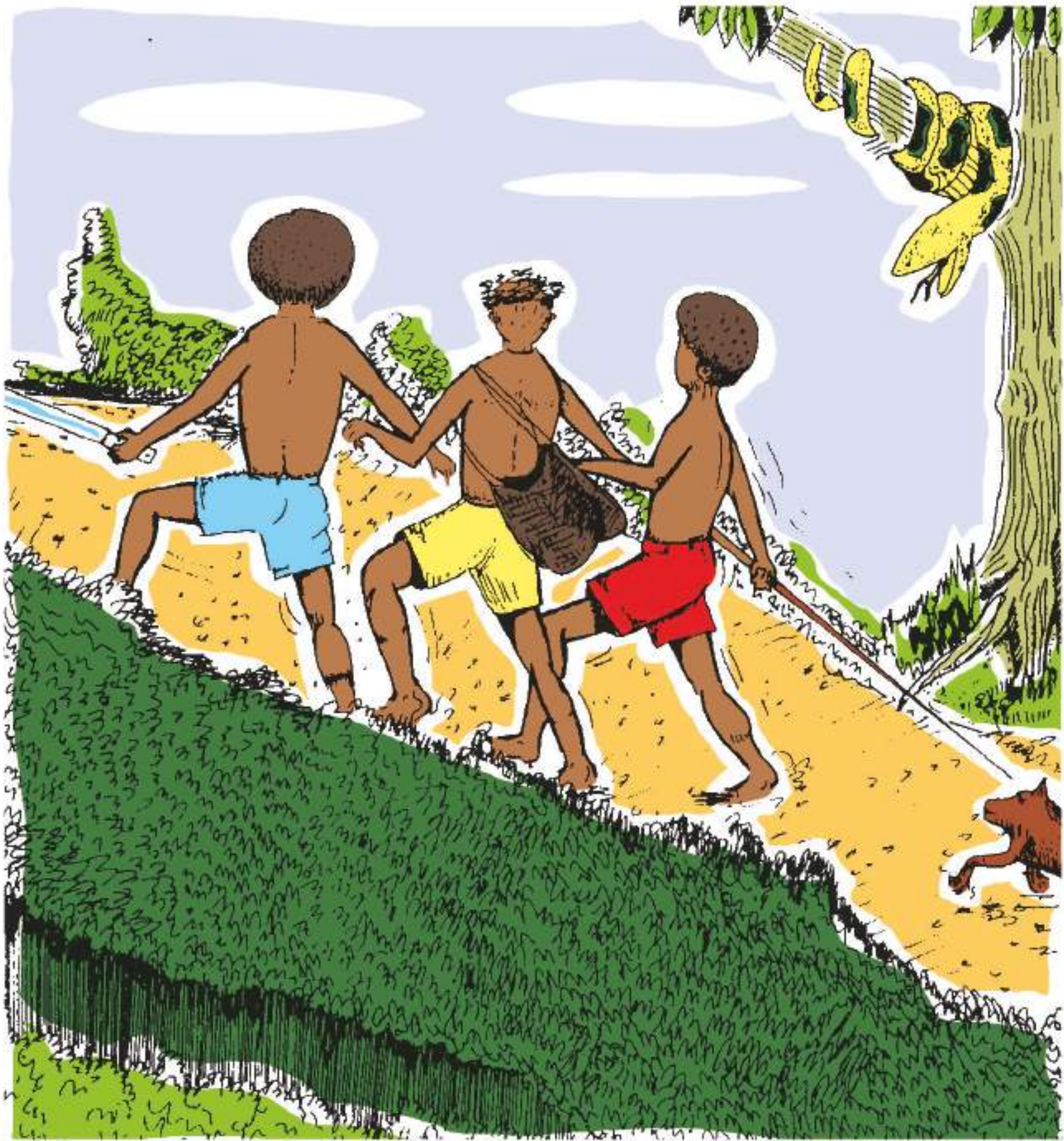
Look, look, in the creek.



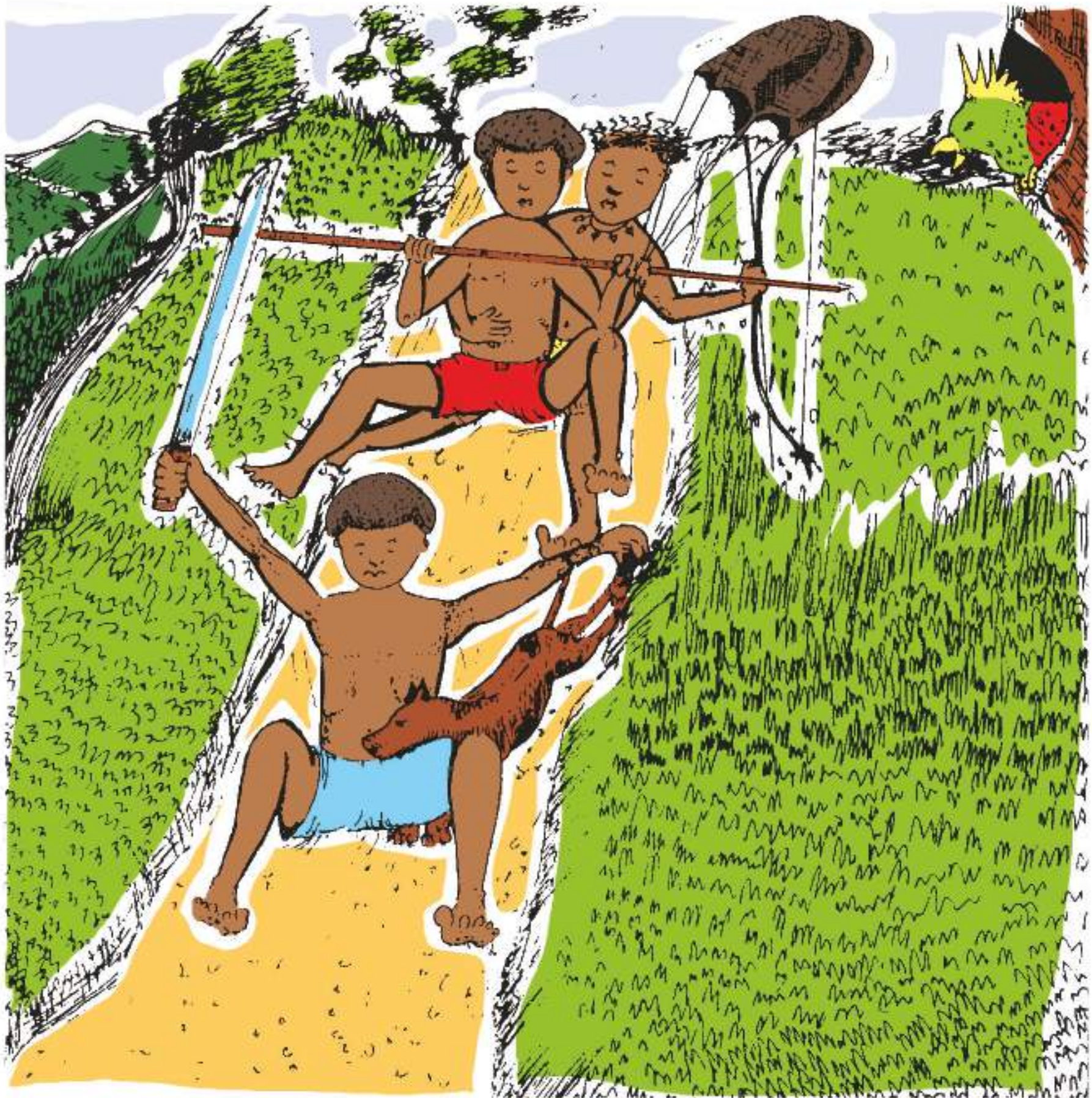
"What's that? Who sees the head of the terrible crocodile? Who's not scared of the terrible crocodile? Who's not scared of anything?"



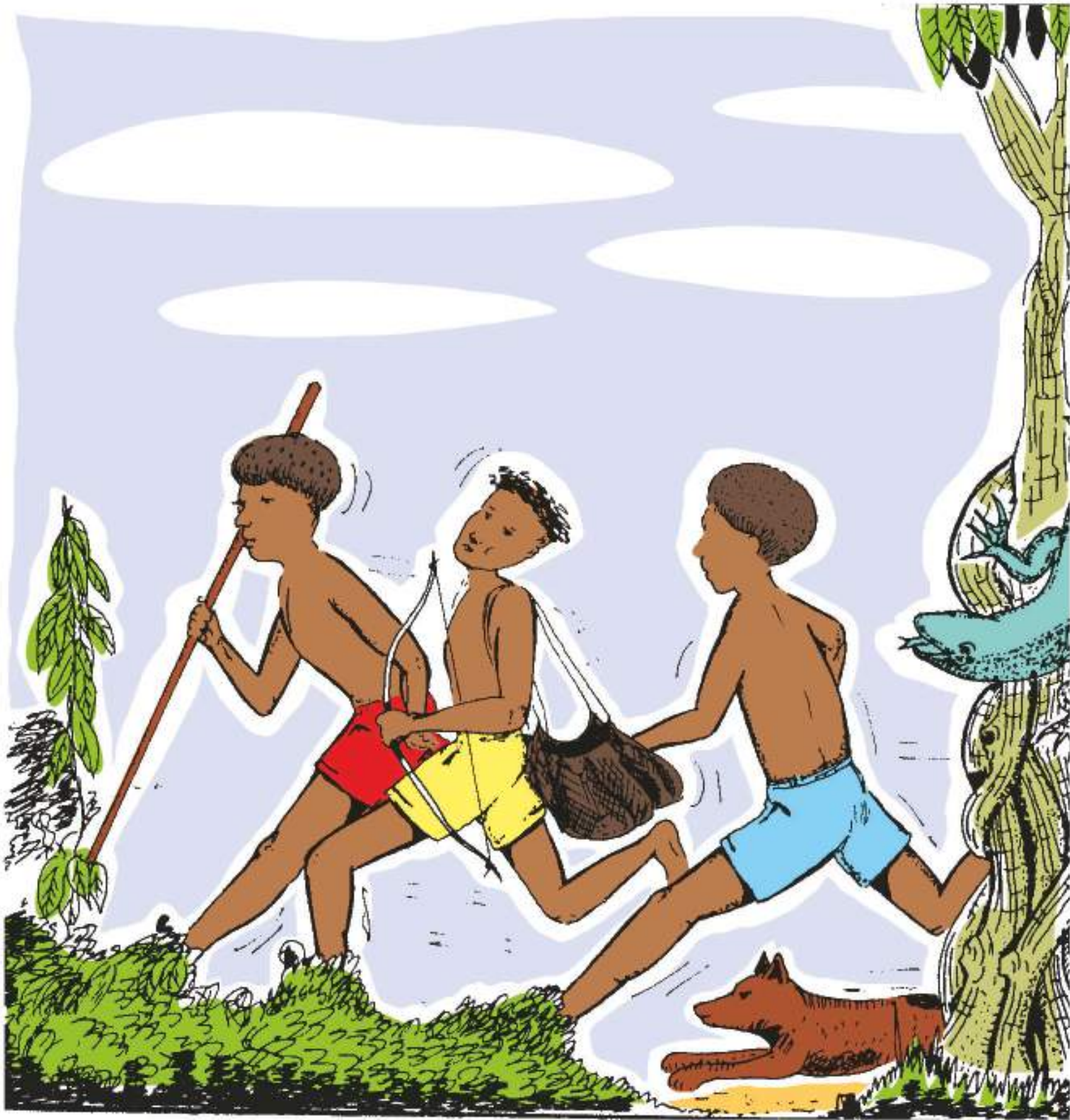
Splash, splash, out of the river.



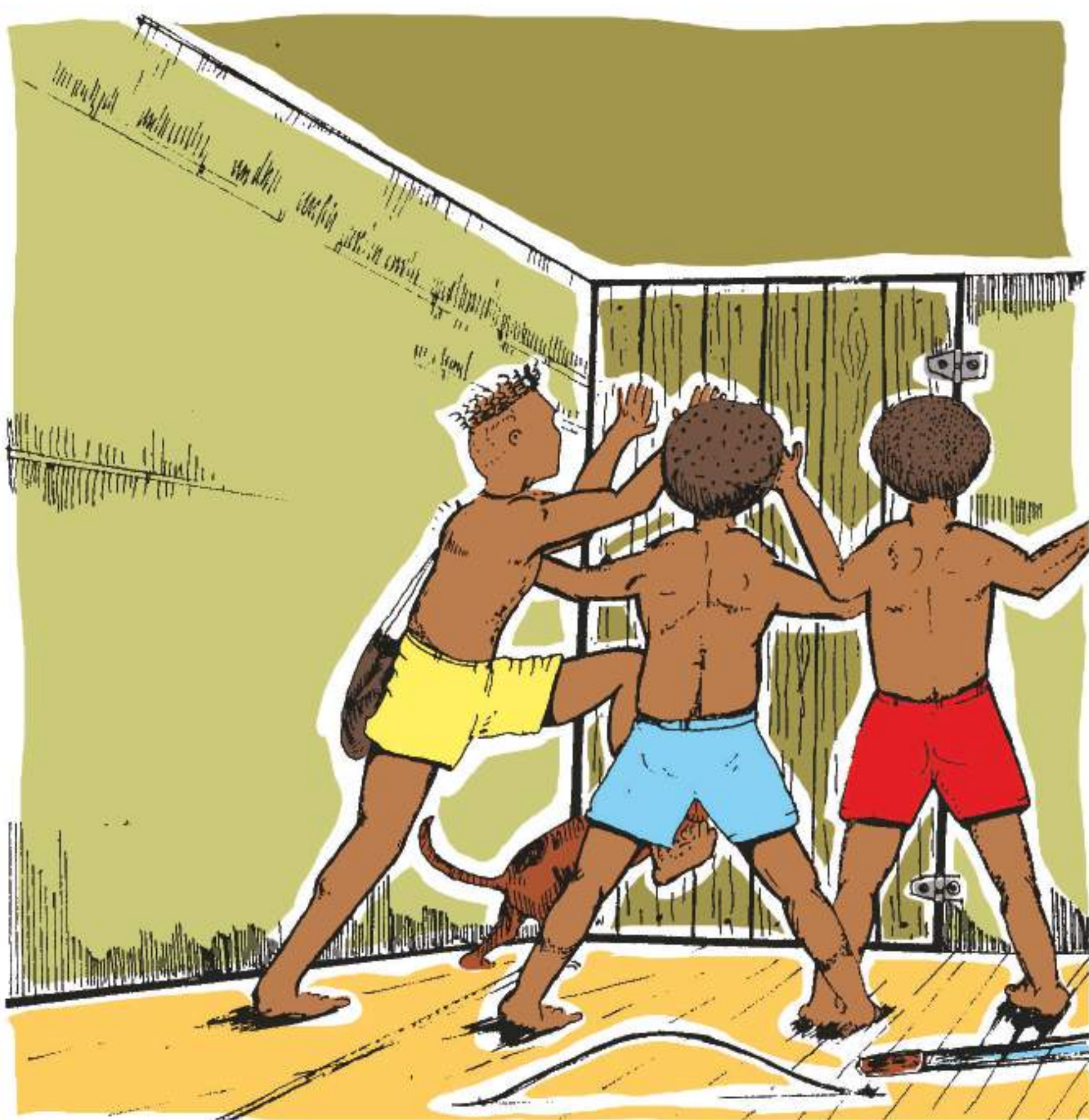
Climb, climb, up the bank.



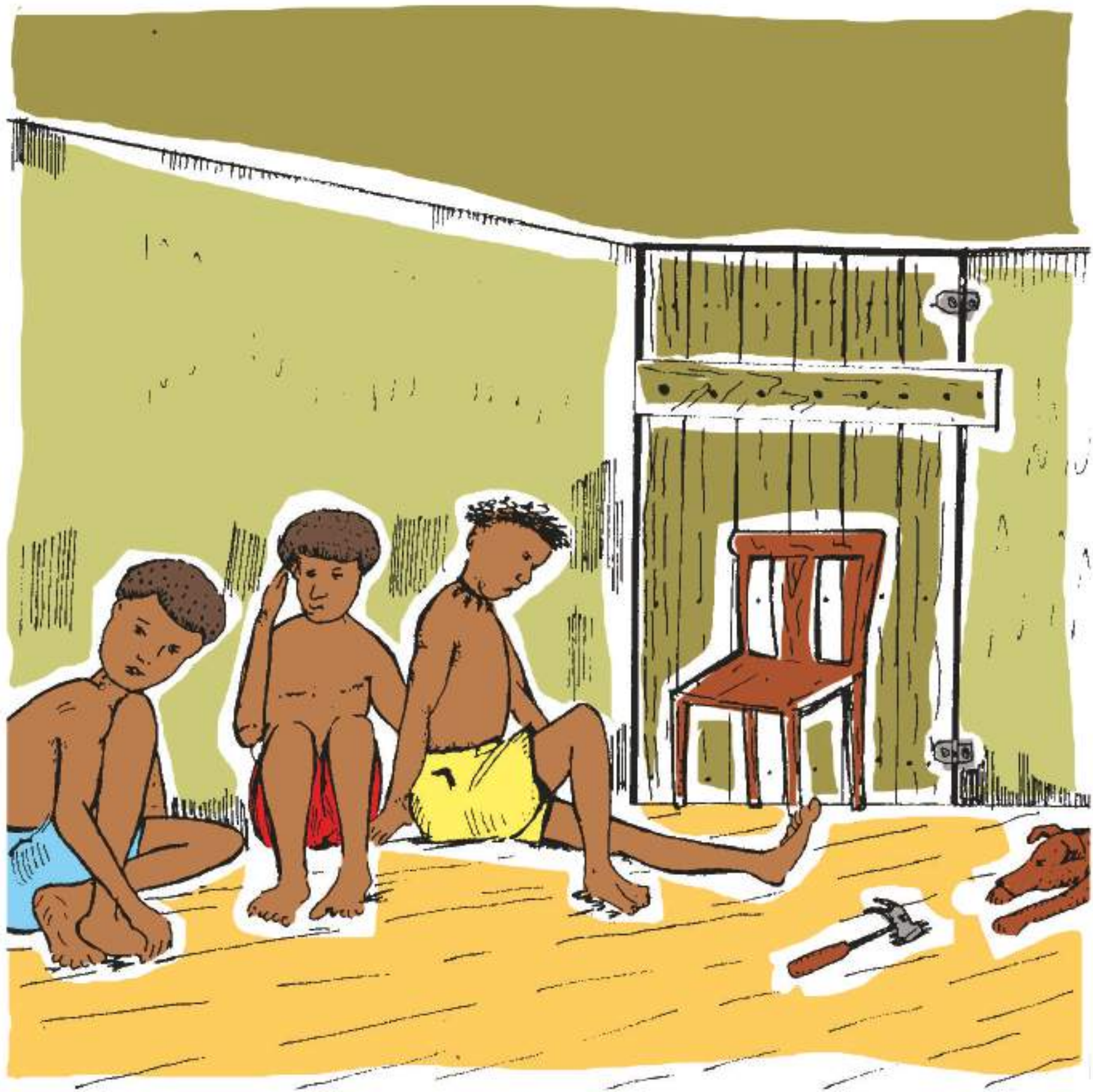
Slide, slide, down the hill.



Run, run, through the bush.



Hide, hide, behind the door.



"Now we're safe from
the terrible crocodile."
They were afraid of something!

Text:	<i>The Terrible Crocodile</i>
Level:	Year 2
Message:	Everyone gets scared
Discussion focus:	Things that scare us
Comprehension:	Details in order; patterns in the story
Vocabulary focus:	Action words; prepositional phrases
Letters and sounds:	ow as in <i>down</i>
Writing opportunity:	Personal experience recount

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p>Modelled Reading</p> <p>Set the context: Talking with learners</p> <p>Tell the learners <i>This story is called The Terrible Crocodile and it is about a group of boys who go hunting for a terrible crocodile.</i> Ask the learners: <i>Have you ever been hunting?</i> Let the learners tell you about any experiences that they have had.</p> <p>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 when hunting. 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.</p>	V/P	2.1.1.4 2.3.1.4 2.4.1.1
<p>Read the story: Listening and watching</p> <p>Read the story in clear English. Every time the men state that they are <i>not scared</i> talk in a proud voice. Read pp. 14 – 18 a little bit faster as this gives the impression of the frightened boys running away.</p>	E	
<p>Review the story: Understanding the story</p> <p>Turn the pages of the book. On each page, ask the learners to tell the actions the boys are doing on the way to hunt the crocodile. Help them to notice that the actions are the opposite on the way back!</p>	V/P + E	2.5.1.4 2.6.1.3
<p>Responding to the story: Talking by the learners</p> <p>Ask the learners: <i>Have you ever had a time when you said you were not scared but you really were?</i> (eg. <i>I climbed up a big ladder, I said I was not scared, but when I got to the top and looked down I was very frightened.</i>) Talk about things we are scared of and things we don't want to be scared of.</p>	V/P	2.6.1.1
<p>Focus on vocabulary: action verbs</p> <p>Give out the small copies of the books. Look together at p. 4 and ask: <i>What is the action that we read here, that the boys are doing?</i> (<i>creep</i>). Ask the learners to show creeping: let them move around the room, creeping. Make sure they understand that word.</p> <p>In partners, learners go through the book and find the other actions and see if they can do it. Give them about 10 mins to do this themselves.</p> <p>On the board, make a diagram to show hunting actions from the book</p> <div style="text-align: center;"> <pre> graph TD A[climb] --- B[Hunting actions] B --- C[slide] B --- D[creep] </pre> </div> <p>Now think of other actions that might be used in hunting the crocodile. Add these around the outside as well, eg. <i>hunt</i>, <i>walk</i>. Use the pattern in the book to hear how these new words would sound in the story:</p> <p><i>Hunt, hunt in the bush.</i></p> <p><i>Walk, walk through the forest.</i></p> <p>Notice you need to think about where these action occurs.</p> <p>The learners could write some of these new sentences in their exercise books.</p>	E + V/P	2.4.2.7 2.7.1.4 2.7.2.5

<p>Day 2</p> <p>Shared reading: Revisiting the story</p> <p>Ask the learners to remember what happened in the story. See if the learners can remember some of the action verbs from the story.</p> <p>Tell the learners that today they will be reading the action verbs. Now read the story, letting the learners read the action verbs (eg p. 4: <i>Learner: creep, creep. Teacher: through the bush</i>).</p> <p>Continue on each page containing action verbs.</p>	E + V/P	2.3.2.2 2.5.1.4
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ACTIVITIES	LANG.	SYLLABUS
<p><u>Close Reading</u> Do a close reading of pp. 4, 6, 8, 10. Summarise: note the repeated sentence structure of action + prepositional phrase (<i>Where?</i>). Learners find all the other places this structure occurs</p>	E + V/P	2.6.1.5
<p>Focus on vocabulary: prepositional phrases Review the close reading and focus on the last part of the sentence: <i>Which part tells us where the action takes place?</i> Write up the phrases as a list: <i>through the bush</i> <i>up the hill</i> etc. Now you can show that the phrase has a preposition to show position and movement (<i>through, up, down</i> etc) and then the place (<i>the bush, the hill</i> etc). Ask the learners to think about how they come into the classroom and find their desk: send one learner to the door and past them to slowly walk to their desk. As they do that, the class says where they are going, eg. <i>through the door, past the posters, along the aisle, into the seat</i>. Now try telling a learner how to move around the room, eg. <i>Go out of your seat, up the blackboard, past my desk, around Selena's desk, to the door and out the door</i>. This would be a good exercise to get learners to do with a partner, outside. They have to tell each other where to move in these phrases. Then they could draw themselves moving around the community and add the phrases (not sentences) under each picture.</p>	E + V/P	2.4.2.2 2.7.2.2 2.7.2.5
<p>Day 3 <u>Shared reading: Revisiting the story</u> Start by turning the pages of the book and looking at the sentences with speech marks (<i>pp. 3, 5, 7, 9, 11</i>). Tell the learners <i>today when I read the story, I would like you to say the words we read inside the speech marks</i>. Read the story in clear English allowing the students to read the writing in the speech marks.</p>	E	2.6.1.9
<p><u>Comprehension: details in order</u> Write these on the board: <div style="display: flex; justify-content: space-around; margin-top: 5px;"> frogbushhillcreek</div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> lizarddogbirdsnake</div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> bankrivercrocodiledoor</div> </p> <p>Learners need to go through the small books to find the order that we read about the animals and the places. Make a list in their exercise books to link the animal and the place in the story. Give them about 20 mins to do this, then check with the class what they found.</p>	E + V/P	2.4.3.4 2.5.1.4
<p><u>Focus on Letters and Sounds: ow</u> <i>Preparation:</i> Make a card with the combination ow and then a series of other letters and combinations. d dr n t fr gr l sh er p c You might already have some in the classroom to use. You can use these for many activities.</p> <p>Turn to p. 8 and point to the word <i>down</i>: Say: <i>This word says down. The two letters in the middle of this word are o and w. The letter o makes the o sound and the letter w makes the w sound. When these letters are next to each other we push these sounds together to make one new sound. Listen as I say the sound. (Now say ow). Listen for the ow sound as I say the word down. It will be the middle of the word.</i> Show the card with <i>ow</i>. As a class, make the word <i>down</i> using the cards. Show the other cards and ask the learners if they could take away the <i>d</i> and use another card to make a new word: <i>town, drown, frown</i>. Make sure the learners know the meanings of the words they make. Give the card sets to groups of learners to make words. Be careful: some words will have a different sound (<i>show, grow</i>). You need to move around to help learners know which are the <i>ow</i> sound and which are the <i>O</i> sound. Learners can write some of the words in their books.</p>	E + V/P	2.1.2.2 2.4.2.4 2.7.2.9
<p>Day 4 <u>Shared reading: Revisiting the story</u> Today choose a learner to read first page of the story then you read the next page to the class. Repeat this pattern, a learner reading one page to the class then you read the next page.</p>	E	2.6.1.9
<p><u>Close-Reading</u> Do a close reading of p. 10. Summarise: Make sure that you see that <i>'re</i> is short for <i>are</i> and that it is part of the what is happening. We 're going to hunt the terrible crocodile. We 're not afraid of anything. Then look at p. 13 to notice that these are all the same sentence structure.</p>	E + V/P	2.6.1.5 2.4.2.8

ACTIVITIES	LANG.	SYLLABUS												
<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 boys</i></td><td><i>were marching</i></td><td><i>through the bush</i></td><td><i>.</i></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 in the bush?</i>) Then choosing one learner to come up to the board, point to the words that tell us this (<i>The boys</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 in the bush?</i></td><td><i>the boys</i></td></tr><tr><td><i>What were they doing?</i></td><td><i>were marching</i></td></tr><tr><td><i>Where did they march?</i></td><td><i>through the bush</i></td></tr><tr><td><i>What always goes at the end of a sentence?</i></td><td><i>.</i></td></tr></table> <p>Now take away the card for <i>marching</i> from the sentence. Ask the learners to think of another action verb. Take some ideas then write a new place in the space (<i>were jumping, were singing</i>) Now take away the phrase <i>through the bush</i> and ask the learners to think of a location and put it in the space (<i>through the window, in the garden</i>). Do this multiple times with different locations and animals. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners: <i>The boys were jumping through the window.</i> Learners can write a version of these sentences and illustrate.</p>	<i>The boys</i>	<i>were marching</i>	<i>through the bush</i>	<i>.</i>	<i>Who is in the bush?</i>	<i>the boys</i>	<i>What were they doing?</i>	<i>were marching</i>	<i>Where did they march?</i>	<i>through the bush</i>	<i>What always goes at the end of a sentence?</i>	<i>.</i>	E + V/P	2.4.2.8 2.7.2.2
<i>The boys</i>	<i>were marching</i>	<i>through the bush</i>	<i>.</i>											
<i>Who is in the bush?</i>	<i>the boys</i>													
<i>What were they doing?</i>	<i>were marching</i>													
<i>Where did they march?</i>	<i>through the bush</i>													
<i>What always goes at the end of a sentence?</i>	<i>.</i>													
<p><u>Comprehension: details in order, making a map</u></p> <p>With the learners, look at where the story takes the boys: revise the work on prepositions from other lessons. Draw this into a map across the board using a line to trace where they went: start at the house and go through the bush, up, down, into. Note where the animals were along the way. Close the books and as you move your finger along the board, ask the learners to say where the boys are and what they talk to. Do this a few times, making sure they are telling, not reciting from the book.</p> <p>Rub out the map and ask the learners to make the map in their exercise books, using the small books to give them the details. The idea is that they read the book to make the map. They can illustrate with the water, the trees etc. This will help with Day 5 writing.</p>														

<p>Day 5 <u>Independent Reading</u> 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 + comprehension: patterns in the story</u> Look at the patterns in the story that learners have seen over the week: those on the left hand pages, those on the right hand pages; going backwards to get back home. Explain that we are going to use the same patterns, but with different topics. Here are the steps: give one step and allow time for the group to do it, then give the next one. Do NOT give them all at once! First step: think of a scary animals to hunt (tiger, snake, bear etc). In small groups, the learners decide on an animal: make sure not all groups have he same animal, but different ones. Second step: in the group, draw a map of where they will go. Making sure they go to 4 places. Make sure they are using different prepositions for each place and not copy the one from Day 4. They only need one map because in the second half of the story, they just come backwards. Third step: Think of some animals along the way</p> <p>Tell the story from the map, using the words that they will say. “Hello, _____. We’re going to hunt the terrible _____. We’re not scared. “Hello, cat. We’re going to hunt the terrible shark. We’re not scared.</p> <p>This could be turned into a book with the groups writing the story and illustrating it. This could take a few days. If you are worried that this is difficult for your class, do it as a Shared Writing task and just make one story with the whole class.</p>	E + V/P	2.3.1.2 2.3.1.1 2.7.1.3 2.7.2.8

