

Teacher Edition

Crocodile Watching

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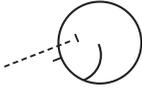
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- Crocodile fact sheet
- Colour photographs provide information about crocodiles in the wildlife park

Vocabulary

crocodile, feed, show, swim, lie, catch, jumps, splash, move, grab, clean, sweep, watches, check, fast, big, quickly

Setting the context

Ask: *What do you know about crocodiles?*

Draw up a concept web and ask the children to brainstorm all that they know about crocodiles.

Background information

Crocodiles are cold-blooded reptiles. When kept in captivity crocodiles must be kept warm. Crocodiles are able to move very fast and cannot be fully tamed so handlers must always work in pairs with one person working inside the crocodile enclosure while the other is watching the crocodile.

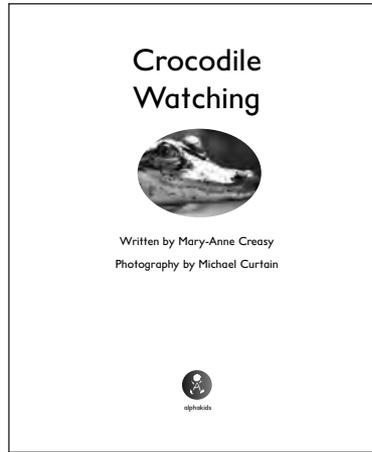
Introducing the book

This book is called 'Crocodile Watching'. It is about some crocodiles that live in a wildlife park. It tells us how the crocodile keepers look after the crocodiles.



Front cover

What is the crocodile doing? Why might it be watching us? Why has this photograph been put on the front of the book?



Title page

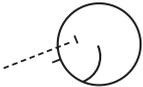
This is the title page. What does it tell us? Draw out the features of a title page: title, picture, author and photographer credits, and series logo.



Talkthrough

Point out Greg and Stuart. Look at the other photographs on the page.

What are these photographs of? What do you think it would be like to be a crocodile keeper? What things would Greg and Stuart have to do in their job?



Observe and support

Does the child search for a range of cues as they read.

If the child makes an error:

Try that again and think about what would make sense.

Here are Greg and Stuart.

They are crocodile keepers at the wildlife park.



They look after the crocodiles.



Talkthrough

Look at the photograph on page 4.

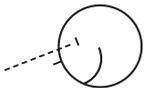
What are the people looking at? What might Greg be telling and showing them?

Look at the crocodile on page 5.

Crocodiles are good swimmers. Can you name two things that help them to swim fast?

Turn to pages 6–7.

Which parts of the crocodile are under the water? Which parts are out of the water? How much of a crocodile would you see in the wild if it were lying in muddy water? How could this help the crocodile to catch food?



Observe and support

Can the child understand the inferences in the text?

Why would a crocodile in the wild lie with most of its body under the water?

Why don't wildlife parks have muddy water for the crocodiles?



Many people come to the wildlife park to see the crocodiles. The keepers show the people how crocodiles live.

4

Crocodiles are very good swimmers. They have webbed toes to help them to swim.

They also have a flat tail with fins to help them to swim very fast.



5

When crocodiles lie in the water most of their body is underwater. Only their eyes, nose and ears are out of the water.



6



In the wild this makes the crocodiles hard to see. It helps crocodiles to catch other animals.

7



Talkthrough

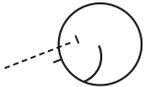
Look at the photographs on pages 8–9.

What is Greg doing here? What do you think is on the end of the pole? Why has the publisher included four small photographs of Greg? What do these photographs show us?

Look at pages 10–11.

Why does Greg need to be careful?

What could happen to him?



Observe and support

Does the child read the text with expression?

How might Greg be feeling when he is feeding the crocodile?

What might his voice sound like if he was reading this book?

Can you make your voice sound like that when you read?

The keepers feed the crocodiles fish, rats and chickens.

A crocodile jumps out of the water to catch some food.

It makes a very big splash!



Greg shows the people how fast a crocodile can grab food.

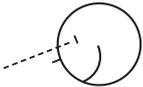
He must be careful because crocodiles can move very quickly.





Talkthrough

Greg and Stuart also have to clean the crocodile pit. They have to sweep it and clean the glass. Why is only one of them working at a time? What is the other one doing? Why would they need to have someone watch while the crocodile pit is cleaned?



Observe and support

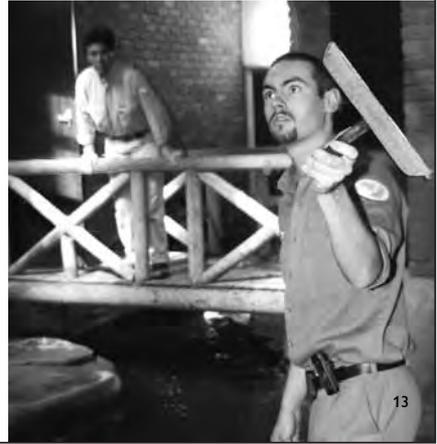
Does the child use contextual information to understand the meaning of new vocabulary?

What is a crocodile pit? How did you work that out?

The keepers clean the crocodile pit.
They sweep the pit and clean the glass.



One keeper watches to make sure
that the crocodiles do not come near
the other keeper.





Talkthrough

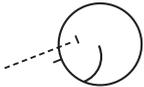
How do Greg and Stuart make sure that the air and water in the crocodile pit are the right temperature?

Look at page 15.

What is Greg doing?

Look at page 16.

Greg and Stuart put the eggs in an incubator to keep them warm. How long do you think the eggs need to stay in the incubator? Can you scan the page to work it out? What will you look for as you scan?



Observe and support

Can the child use phonic understanding to work out new words such as ‘incubator’?

Can you break up the word? What might that part say? What sound do you think the word will start with/finish with?



Female crocodiles lay eggs once a year.

Greg and Stuart put the crocodile eggs into an incubator to keep them warm. They check the eggs every week.

Crocodiles need a warm place to live.

The keepers check the temperature of the air and the water every day.

14



15

Crocodile facts

Crocodiles can grow up to 7 metres long.

Crocodiles have about 70 sets of teeth.

Crocodiles can live up to 100 years.

Crocodiles have 3 sets of eyelids.

Crocodile eggs take about 80 days to hatch.



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Crocodile Watching

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What do crocodiles eat?

What do the crocodile keepers need to do to look after the crocodiles?

Why are crocodiles dangerous?

What should you do if you see a crocodile in the wild?

Being a code breaker

Children may like to explore the following language features:

- Verbs: feed, show, swim, lie, catch, jumps, splash, move, grab, clean, sweep, watches, check.
- Adverbs: fast, quickly.
- Compound words: wildlife, underwater.

Being a text user

Review the concept web begun prior to reading the book.

What could we add to this chart now?

Is there anything that we should change now that we have read the book?

What did this book help us to learn about crocodiles?

What did it help us to learn about being a crocodile keeper?

Being a text critic

Do all wildlife parks keep crocodiles?

Would you like to be a crocodile keeper? Why?

Responding to text



Children could make a poster advertising the crocodile exhibit at the wildlife park. Encourage them to include information about the behaviour of the crocodiles, feeding times, etc.



Children could work in cooperative pairs to make a drawing showing all that a wildlife park needs to provide to keep crocodiles. Encourage the use of labels and captions to explain this.



Children could make a list of verbs to describe crocodile movements: snap, swim, run, dive, splash, etc.

Writing links

Shared writing

You may like to ask the children to brainstorm as you list words that describe crocodiles. Ask the children to use several of the words to make up an oral sentence describing crocodiles. Have several children share these with the group. Share in writing a paragraph describing a crocodile.

Independent writing

Children could write a description of an animal without naming it. Other children work out the animal being described.

Assessment

Can the child:

- Identify the use of the crocodile fact sheet?
- Explain what they have learned about crocodiles from reading the book?
- Identify the use of descriptive language in the book?
- Give a personal response to the book?



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Living things

Curriculum link: Science

Text type: Description

Reading level: 14

Word count: 266

Vocabulary: crocodile, feed, show, swim, lie, catch, jumps, splash, move, grab, clean, sweep, watches, check, fast, big, quickly

Possible literacy focus

Using a fact sheet.

Using descriptive language: verbs and adverbs.

Providing a personal response to the book: Would you like to be a crocodile keeper? Why?

Summary

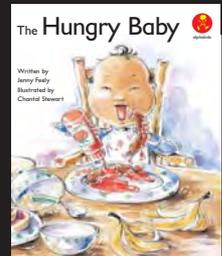
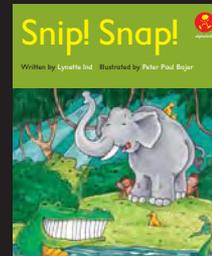
This book is a description about the behaviour and care of crocodiles at a wildlife park.

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Other books at this level



alphakids