

# Mr Crocodile Goes to the Beach

## GOALS

### Comprehension

**Making predictions:** Help students to use the title of the book and cover illustration to make predictions about the story. After reading, check on accuracy of their predictions.

### Vocabulary

**High-frequency Words:** down, help, like, not, over, run, that, want

**Content Words:** beach, children, climb, everyone, long, packs, sandcastle, tail, waves, whisper

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: short /u/

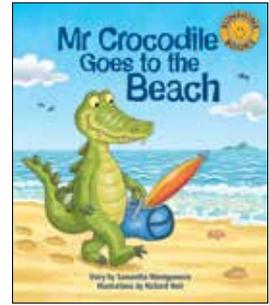
### Phonics

**Letters and Sounds:** short /u/

**Words to Blend and Segment:** bus, but, cut, up, us

### Fluency

Model reading of text with expression, noting the punctuation and emphasising repetitive parts. Students repeat after you.



Mr Crocodile is going to the beach but he annoys everyone.

## Before Reading

- Read the title and the name of the author and illustrator. Ask: Have you read any other stories by Samantha Montgomerie? (*Famingoes Everywhere*) Did you like reading them?
- Together look at the cover picture. Ask: What is the crocodile doing in the picture? What is he taking to the beach? How would you describe the crocodile?
- Look at the title page illustration. Ask: Where is Mr Crocodile now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Mr Crocodile on each page or what the children are doing. Bring words like *beach, children, climb, everyone, long, packs, sandcastle, tail, waves, whisper* into the conversation.
- On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Mr Crocodile doing? Locate the word *packs* to confirm. What is he packing? (*goggles, umbrella, sandwiches, drink*) Read the sentences together.
- On pages 4–5, ask: Where is the Mr Crocodile now? Look for the word *bus* in the text to confirm this. Read the first sentence to check *bus* makes sense. Ask: How is Mr Crocodile feeling? (happy) How are the people on the bus feeling and why? (annoyed, he takes up two seats) Find words in the text to confirm this. Read the words together. Repeat the last sentence. Do you think Mr Crocodile has some things to learn?
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together. Discuss how the repetitive parts help with reading the story. Ask: How do you use your voice for these parts?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Retell the text using the pictures as a guide. What did Mr Crocodile and/or the children do on each page? Why do you think Mr Crocodile scared people to start with? Did he know what he was doing? How did they all feel at the end of the story? Did you like the ending? Why?
- Reread the story together. Feel the rhythm as you read repetitive parts.
- Discuss what pronouns are and model using them. Relate the pronouns to the illustrations in the book, e.g. on page 4, *he* is used instead of Mr Crocodile, and *everyone* is used in place of the children. Students find other pronouns in the book and explain their meaning. (*it*, page 8)
- Reread page 8, focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas and exclamation marks.

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: short /u/. Students listen for the /u/ sound as you read the words slowly, *bus, but, cut, up, us*. Students repeat the words, emphasising the /u/ sound. They think of more words with the /u/ sound. (*nut, hut, just, dust*) Students make a short /u/ word web.

## **Phonics**

- Discuss the sound of short /u/. Write the words *bus, but, cut, up, us* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word, with students touching them as the sounds are made. Brainstorm other words ending with /u/ to write on the board. Read them together. (*nut, hut, just, dust, bust*)

## **Word Study**

- Talk about the words *down, help, like, not, over, run, that, want*. Read them together. Photocopy the flash cards and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *down* is the opposite of up (page 6).
- Students find the present tense to match the base verb, e.g. *go/goes; pack/packs; want/wants; take/takes; put/puts*. Make these into a two-column chart to read.
- Locate the adjectives (describing words) in the text, e.g. *long, spiky* describes the tail and *warm* describes the sand on page 4. Students think of other examples to add to the list. Make a two-column chart for the adjectives and the nouns they describe.

## **Fluency**

- Model reading the text with expression, noting punctuation and emphasising repetitive parts.

## **Writing**

- Students make a timeline noting the events in the story. They illustrate and label the time line, then use it to retell the story to the class.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.