

Shared reading

SECTION

3

Extract 1

- Explain that the first page of a story aims to open the story's plot and capture the reader's interest.
- Circle the words *Africa* and *the Enormous Crocodile*. Comment on how quickly the setting is established and how quickly the title character is introduced.
- Point out that most of the extract is dialogue. Investigate layout and punctuation, particularly speech marks. Identify paragraph changes for new speech and highlight exclamation marks in the dialogue. What do the exclamation marks indicate? (Perhaps a loud, forceful tone.)
- Discuss the content of the conversation. Underline the Enormous Crocodile's second speech. What does the reader learn about? (The Crocodile's dangerous lunch plan.)
- Emphasise the detailed descriptions as the crocodiles discuss eating children. Circle adjectives, contrasting the Enormous Crocodile's positive words (*nice, juicy, fat, yummy, bigger*) with the Notsobig One's negative words (*tough, chewy, nasty, bitter*).
- Circle *gollop*. Is it a real word? (No.) Do the children find it easy to understand? Why? (It is like the word 'gulp'.)

Extract 2

- This extract covers the Crocodile's encounter with the Roly-Poly Bird.
- Underline Roly-Poly's first speech. Point out that this initial greeting is quite friendly. What makes Roly-Poly Bird suspicious? Underline *secret plans and clever tricks*.
- Circle the word *nasty*. Remind the children that the other animals also applied this adjective to the Crocodile's behaviour, suggesting he has behaved badly before.
- Comment on the verse, written like a riddle. Ask: *What is the verse about?* (Eating children.)
- Why does Roly-Poly think the Crocodile means berries?* (Berries are the Bird's favourite food.)
- Underline *The Enormous Crocodile... in a moneybox*. Use the term 'simile'. What is compared to what? (Teeth are compared to pennies.) How are they alike? (The noise they make as they clatter together is similar.)
- Read the Crocodile's final speech to the end of the extract. Comment on the serious tone. Circle *snapped*, emphasising the Crocodile's sudden and fast attack. Is the attack taken seriously? What proves that the Crocodile is dangerous?

Extract 3

- This extract is taken from halfway through the book, where the Crocodile carries out one of his most ingenious tricks.
- Circle the word *waddled*. Ask the children to demonstrate the movement. Suggest that the verb emphasises that the Crocodile moves his body quite slowly and clumsily. Circle *crept*, another slow movement.
- Examine the detailed fair description. Circle nouns naming attractions: for example, *slides, popcorn* and *candy-floss*. Underline the paragraph *The roundabout... their mouths*. Point out detailed descriptions of the creatures. Suggest that there is so much detail because the Crocodile is realising it is the best place for his trick.
- Investigate the Crocodile's actions, underlining the paragraph *When no one...the roundabout*. Are the children surprised by the Crocodile's ingenuity? In what way is he patient? (Remaining stationary.)
- Underline *kept very still*. Why does the Crocodile wait for the girl to come to him instead of going after her? (She will run more quickly than he can waddle or creep.)

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