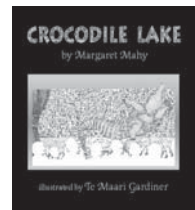


Crocodile Lake

by Margaret Mahy

illustrated by Te Maari Gardiner



Book Summary

When Sally O'Mally falls into a goldfish pool, the crocodile is waiting in the wings for the chance to dance in *Swan Lake*.

Features of the Book

- The use of italics for emphasis.
- The regular pattern on left- and right-hand pages.
- The humor in the language and illustrations.
- The rhymes – “clapped,” “snapped” and “silly,” “frilly.”
- The compound words – “grandparents” and “goldfish.”
- The frequent use of question marks and exclamation points.
- The use of alliteration – “Jason, Joanna, and Jubilee Jones.”
- The range of regular verbs and verb endings.

Purpose

Crocodile Lake can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** recognizing the features of different genres;
- S** identifying the themes of the book;
- S** using punctuation cues to read instructional-level books with expression;
- S** writing using a variety of sentence patterns.

Introducing the text

- Have you ever been to a ballet? Have you taken part in a school performance?

Read the title and the names of the author and illustrator. Discuss the illustration.

- What kind of dance is the crocodile doing?
- Does anyone here go to dancing lessons?

Reading the text

- S** Recognizing the features of different genres.
- S** Identifying the themes of the book.
- S** Using punctuation cues to read instructional-level books with expression.

Title page – Discuss the significance of the cameo illustration.

Pages 2 and 3

- What is the crocodile doing? What do you think he wants to be? Can you find that word on page 2?

Pages 4 and 5

- Do you think the teacher is going to let the crocodile dance? Who is going to dance instead? Can you find her name? How does the crocodile feel?

Pages 6 and 7 – The performance has started.

- What is William doing? Can you see the crocodile?

Pages 8 and 9

- What are these three children doing?

Ask the children to locate the names of the children and the word “acrobats.”

Pages 10 and 11 – Discuss the facial expressions of the audience.

Pages 12 and 13

- Does the audience look pleased?

Pages 14 and 15

- Do they look pleased now? What is funny about the way the crocodile is dressed?

Children now read the book independently.

Revisiting the text


List the contractions “didn’t,” “he’d,” “can’t,” “won’t,” and “they’re” on a chart.

- What two words does each contraction stand for?

Look at the text together for examples of alliteration (“Jason, Joanna, and Jubilee Jones”), compound words (“grandparents” and “goldfish”), and rhyme (“clapped,” “snapped” and “silly,” “frilly”).

Following Up

S Writing using a variety of sentence patterns.

 Suggest the children write a short narrative of an everyday event with an element of fantasy. Encourage them to incorporate elements of alliteration, rhyme, and “book language” in their writing.

B Complete the blackline master opposite.