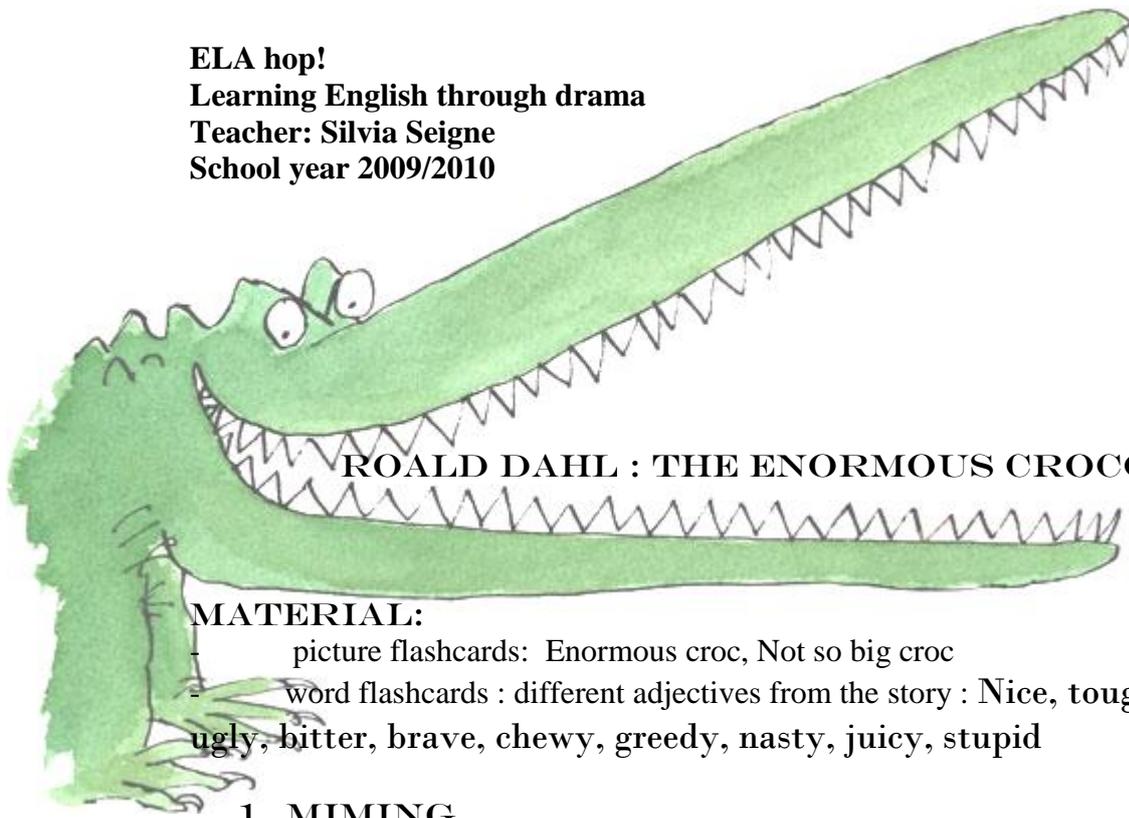


**ELA hop!**  
**Learning English through drama**  
**Teacher: Silvia Seigne**  
**School year 2009/2010**



## ROALD DAHL : THE ENORMOUS CROCODILE

### MATERIAL:

picture flashcards: Enormous croc, Not so big croc  
word flashcards : different adjectives from the story : Nice, tough, clever, secret, ugly, bitter, brave, chewy, greedy, nasty, juicy, stupid

### 1. MIMING

T puts all the word flashcards face down, in the middle of the circle. Each child draws one and mimes it for the others to guess.

### 2. CHARACTERS

Together, we decide which word flashcard (adjective) goes with which crocodile (*Enormous croc* or *Not so big croc*); children say why.

e.g.: juicy is for enormous croc because that's how he described children.....; *Not So Big croc* is nice. etc

### 3. RIDDLES

These riddles come out of the story. Children need to guess/remember the right animal from the story.

I'm standing in a slimy oozy mud. ( *humpy-rumpy the hippo* )

I'm eating leaves from the top of a tall tree. ( *trunky the elephant* )

I'm sitting in a tree eating nuts. ( *muggle – wump the monkey* )

I'm building nest in an orange tree. ( *roly-poly bird* )

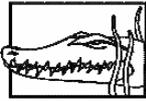
T: Do you remember what the croc told each of them? (What he told is in the form of the poems)

### 4. POEMS

Poems the enormous croc said to the animals (children already wrote them on a separate sheet of paper and performed during the last lesson) are rehearsed & performed once again.

## 5. WRITING: FILL - IN EXERCISE

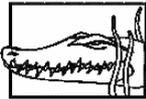
In the biggest, brownest, muddiest river in Africa , there are two crocodiles. One of the crocodiles was **enormous**. The other was **not so big**.



Do you know what I want for my lunch today ?



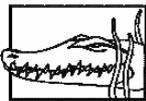
No. What ?



For my lunch today, I'd like a nice juicy little child !



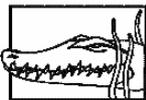
I never eat \_\_\_\_\_. Only fish.



HO HO HO !



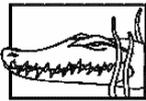
Yes. Children are too tough and chewy. \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_.



Tough and chewy ? Nasty and bitter ? They are juicy and yummy !  
They are bigger than fish !



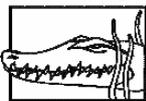
You are so greedy ! You're the greediest croc in the whole river !



I'm the bravest croc in the whole \_\_\_\_\_. I go to the town to eat children !



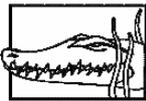
People will see you. You're enormous and \_\_\_\_\_.



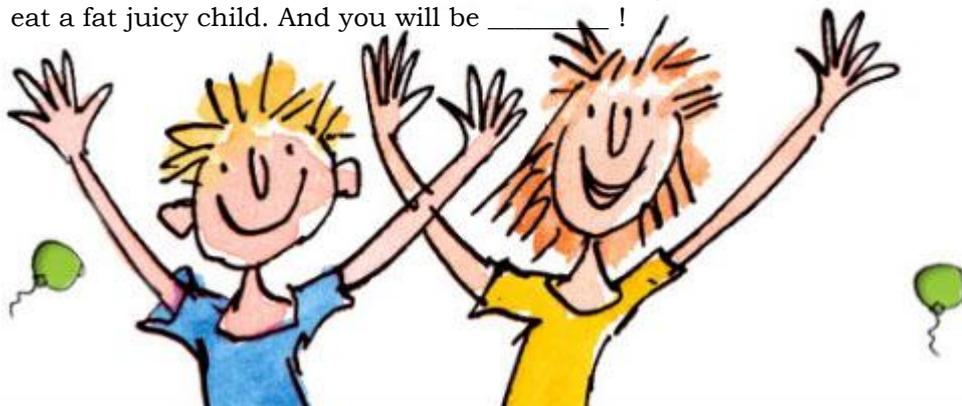
Nobody will see me ! I have secret \_\_\_\_\_ and clever \_\_\_\_\_!



Clever tricks ! You are the stupidest \_\_\_\_\_ in the whole river !



I'm the cleverest croc in the whole river ! For my \_\_\_\_\_ today I will eat a fat juicy child. And you will be \_\_\_\_\_ !



## WATCHING THE WHOLE STORY ON DVD

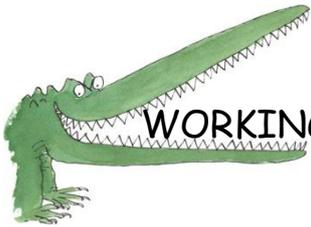
As children are watching the DVD, teacher has an active role - highlights certain expressions; invites children to join in and talk together with the characters. By now, they know very well some repetitive word chunks (e.g.: secret plans and clever tricks!)

### ACTING

T assigns roles and kids act out the last 4 scenes from the story (a coconut tree, a seesaw in the playground, a wooden croc on a round- about, a bench in the picnic place )

### CONCLUSION

After the holidays the class is going to put the whole story together (learning the lines etc.) ; They can tell you which character they'd like to be.



## WORKING ON THE STORY ENORMOUS CROCODILE

### 1ST ACTIVITY

(It is an extension to the main story – a new book is introduced. It treats the same problem of being greedy.)

**BOOK:** Greedy boy (keywords: share, greedy)

- Q: Who was greedy in our story? (the enormous croc)

### 2<sup>ND</sup> ACTIVITY

Material:

- picture flashcards of animals from the story : Enormous croc, Not so big croc, Monkey, Hippo, Elephant, Bird, children
- strips of paper with direct speeches of the characters:

You are so greedy ! You're the greediest croc in the whole river !

I go to the town to eat children !

Do you know what I want for my lunch today ?

You are the stupidest croc in the whole river !

I'm standing in a slimy oozy mud.

I'm eating leaves from the top of a tall tree.

I'm sitting in a tree eating nuts.

I'm building nest in an orange tree

I hope you get cooked into croc stew !

Would you like some nuts ?

Nasty plans and nasty tricks !

Why don't you go back to the big brownny muddy river ?

Let's climb that palm tree !

Look out ! it's the enormous croc and he wants to eat you up !

Oh, look ! we've got a new seesaw !

Run ! run, run, run !

Let's have a picnic !

- kids pin up the pictures of animals around the room ( on the door, windows...)
- the strips of paper are then put up next to the corresponding animal picture (children work on their own)

## **GETTING INTO THE CHARACTER: MIMING**

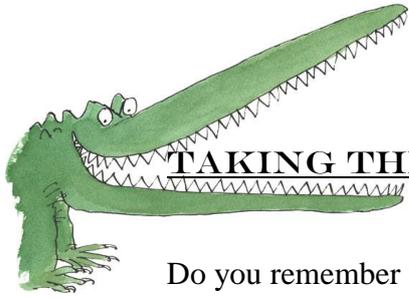
Children get into the character. Teacher helps them by asking various questions (Imagine what you do all day long, What do you eat? What's your favourite activity? Where are you now?) Children mime the actions.

## **LEARNING THE ACTUAL LINES**

This can take various forms – individually, in pairs, or in groups of three. Silently or aloud. Children are careful about imagining when they talk and whom they talk to (to croc? or to children?). Teacher encourages changing voices, adding gestures, etc.

## **PERFORMING**

The actual performance takes place in front of children from other groups and parents.



## TAKING THE STORY FURTHER: SUPERLATIVES

Do you remember what was the Enormous croc like?

- *the bravest, the stupidest, the cleverest etc.*

And what about the other animals?

Roly Poly Bird? (*kids suggest e.g. : the prettiest of all...*)

Trunky the elephant? *The biggest, strongest of all!*

Adjectives used : **hungry, stupid, muddy, ugly, nasty, greedy, sharp teeth, tough, clever, brave, big, strong, funny, pretty**

(T writes the adjectives children elicit on the board)

Do you remember our chant – *We are tall....* How did the song go? Do you remember?

Elicit from children different adjectives from the song: **tall, short, big, small, happy, sad, good, bad**

- **on the board write the superlatives of these adjectives( kids « dictate »)**

- **good – the best, the worst**

### **PLAY & MEASURE**

T: Who is the tallest of all? Let's measure! (children can do a survey with different kind of information)

Who's the best? Me! Me! Me!

### **MAKING GRAMMAR PERSONAL**

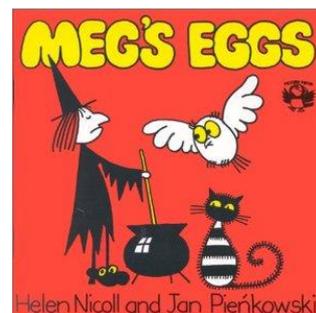
In the middle of a big piece of paper draw yourself. Then draw bubbles (like for a cartoon character). What are you saying? I'm the best? I'm the prettiest?

## COMPARATIVES

### BOOK: MEG'S EGGS

Objectives:

- to move slowly towards **the comparatives**
- to enlarge vocabulary
- **Which dinosaur is bigger? Which is the biggest?**



**Keywords:** sharp teeth, **scary**, big, small, **tiny**, **fat**, short, long, **clean**, **dirty**, **slimy**, happy, **sweet**, grumpy, **fast**, **slow**, **weak**, strong

### 2<sup>ND</sup> ACTIVITY: STILL IMAGE OF A DINOSAUR

Whole group

Together, children decide on one dinosaur they are going to create with their bodies (one kid does the head, the other does the tail...)

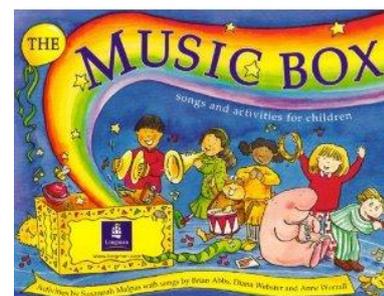
When the dinosaur is complete, they stay still. T then touches the children one by one asking Who are you? I'm the head.. Who are you? I'm the sharp teeth...etc

For 2<sup>nd</sup> and 3rd still image T leaves the class, kids work alone.  
Then it's a surprise for the T to discover the new dinosaur.

### SONG: MUSIC BOX : DRAGOSAURUS

Sing the song and add miming as you sing.

Optional: children can draw the picture of dragosaurus, as they imagine it.



Follow-up on the song:

**1st activity : jumbled lyrics**

Put the lyrics in the right order while listening to the song.

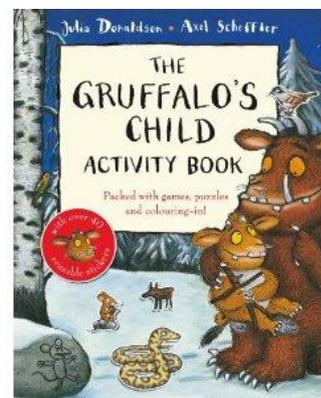
**2<sup>nd</sup> activity : acting out the imagined story**

T leads into the adventurous life of the dragosaurus. What could be his next adventure?

Kids imagine a story that happened to him.

In small groups they can draw 5 adjectives out of all the flashcards and construct the story around them. T helps, encourages them to work together and make up an interesting adventure for dragosaurus. Then, they can act it or write it down. Give feedback, praise.

## GRUFFALO'S CHILD



### Lead- in

Children already know the first part of the story.

T asks: *Why is there a Gruffalo's snowman in front of the mouse's house ?  
Does he exist – the big bad mouse? (No, it's only a shadow.)  
How does the Gruffalo know the story of the big bad mouse?*

Teacher can learn the story by heart and engage children through the authentic storytelling, or s/he can go through the book letting kids read some of it; or they can all listen to CD and follow the story in the book. Combination of all is possible.

### **Talk about feelings/ facial expressions**

Look at the face expressions of the animals in the book. *How do they feel/look? How does their expression change?* (sly, nasty, surprised, scared.....)

### **RYTHM & MUSIC**

Warm-up/concentration game: **Clap/Rhythm**

Standing in a circle, students pass a single clap around the circle. Be sure the claps happen in order, focusing on listening and watching. Try this several times, challenging the group to get faster each time. Participants clap simultaneously with their neighbour. The first two people clap together, then the second and third person claps together, and so on around the circle. The object is for the two people clapping to sound like one. Repeat several times, challenging the group to find a group rhythm and to get faster each time.

### **Everything rhymes with the Gruffalo!**

Be creative! Every child finds « a musical instrument » in the room (a chair, a box, a tissue box ...) for him/herself. It will serve them to tap out the rhythm of phrases/sentences from the story.

*E.g.: Where are you meeting him? Here by the rocks, and his favourite food is roasted fox!*  
It is simply tapped according to its natural rhythm.

### **Warm up: Adjective Flashcards (from our vocabulary bank)**

- draw one card, say & mime it: e.g.: brave! I'm brave, look!
- children are confident, are not afraid to show emotions, are not embarrassed.

### **Frozen image**

#### Full Description

*Auto-images are activities that concentrate on utilizing the whole body. In this step, students create frozen images, first as individuals, then in pairs, and finally in small groups, based on prompts: various types of characters, actions, character interactions, or events. Because students are often uncomfortable physically expressing an idea, making the eventual leap into play-building and in-class presentations requires they have sufficient time to experiment with how to create and express ideas using their bodies. This step also establishes an atmosphere*

*of fun and playfulness, taking the pressure off "being right" and encouraging the students to explore the different ways in which ideas can be expressed or created.*

T calls out characters from the story (Gruffalo, Gruffalo's child, Snake, Owl, Fox, Mouse Big bad mouse - shadow) and kids create a frozen image of each. T encourages kids to have in mind the exact scene from the story with corresponding emotions of the character). T then goes around amongst the « frozen images » and asks: What are you doing? How do you feel?

### Rhyming words from the story (Gruffalo (I) + Gruffalo's child (II ))

All words are cut out and mixed up.

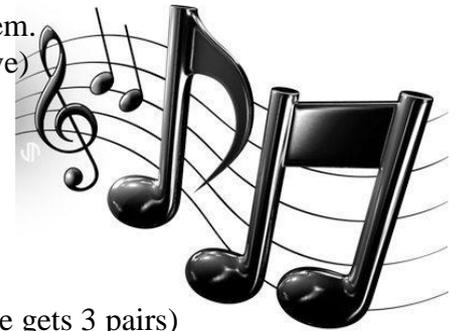
- Working individually, kids sort them out into rhyming pairs. Facilitate.
- Then they go off to find « musical instruments ».

Children eliminate about half of them. (Each pair is read aloud and according to how loud/quiet the drums are we keep/eliminate the rhyming pair.)

- having around half of them left we play rap music with them.

e.g.: house – mouse – house- house – mouse – (rhythm is repetitive)

Objective: repeat words ; feel the rhythm.



### MAKING YOUR OWN PIECE OF MUSIC!

Distribute the rhyming pairs we've just sang among kids (each one gets 3 pairs)

e.g.: snake- lake/all- small/back - black

Put them one below the other in order to get a column of rhyming words. By completing the lines children write an original song. Give out papers&pens and let's start!

\_\_\_\_\_snake  
\_\_\_\_\_lake  
\_\_\_\_\_all  
\_\_\_\_\_small  
\_\_\_\_\_back  
\_\_\_\_\_black

Kids are very imaginative. Once the song is complete, children decide on melody& style. They practice & perform it in front of the class.

### MAKING PUPPETS

from the Gruffalo story in order to act out sketches.

Here are examples of the sketches children wrote down for their characters:

**Isaure and Charlotte as Snake (S) and Owl (O) :**

S : hello !

O : hello !

S : the gruffalo is in the forest !

O : where ?

S : by the rocks.

O : oh no ! but.....I can FLY ! come with me ! ( owl grabs snake in is claws and they fly away)  
S : but I can't fly ; I'm afraid  
O : don't be afraid !

**Alice, Chloe, Justine as Gruffalo and Gruffalo's Child; in the cave.**

- Can I go outside to climb a tree ?  
No, there is the big bad mouse and his tail is terribly long and his terrible whiskers are tougher than wire  
- but I want to go outside....oh, I'm sleepy ; I'll go to bed....  
( the gruffalo child waits till gruffalo falls asleep and slips out into the forest)  
Climbs the tree but there's big mouse so he rushes back to the cave  
- oh no ! there's the big mouse !  
No, there's no big bad mouse.  
But I saw him !  
There's no such a thing as a big bad mouse !  
( mouse appears in the cave)  
Oh noooooo !!!!!

**Benjamin, Alexandre, Tom as Fox, Mouse and a shadow of the big bad mouse**

Fox running after the mouse :  
My dinner ! I'm hungry !  
Mouse : help, mum ! help, mum !  
Mouse climbs a tree and – shadow scares fox (because it's at night and we're going to have a terrible mouse shadow thanks to the full moon)  
Fox : aah !!!!no ! It's the big bad mouse and I'm afraid.  
Mouse+shadow : good job ! Let's scare owl now !