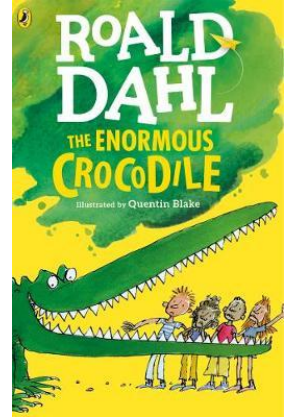


Week 9: Core Text Reading Task
The Enormous Crocodile by Roald Dahl
Monday



Read pages 31 – 32

1. Where did the crocodile put himself after he crept onto the merry-go-round?

2. What did the children mistake the crocodile for?

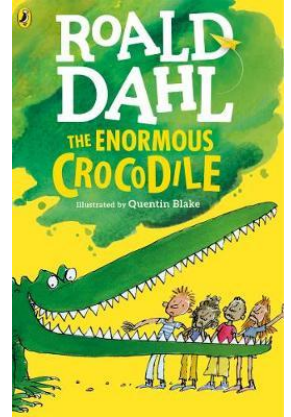
3. 'Something came swishing and swooshing out of the sky' – What do you think will happen next?

I predict -----

4. What does the word **flocking** mean? Write down 3 words the writer could have used instead?

5. Find that part... "I'm going to ride on that funny old wooden crocodile!" Why is the word 'I'm' written in *italics*?

The Enormous Crocodile by Roald Dahl Tuesday



Read pages 33 – 34

1. Who warned Jill not to go on the merry-go-round?

2. What did the crocodile want to do to Jill?

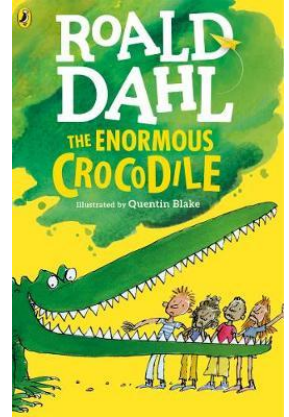
3. How did Roly-Poly-Bird warn Jill about the crocodile?

4. How do you think the children felt after Roly-Poly-Bird's warning?

5. Using the pictures and your previous reading, describe the Roly-Poly-Bird. Think about their appearance and personality.

The Enormous Crocodile by Roald Dahl

Wednesday



Read pages 35 – 36

1. What did the children do after they were warned about the crocodile?

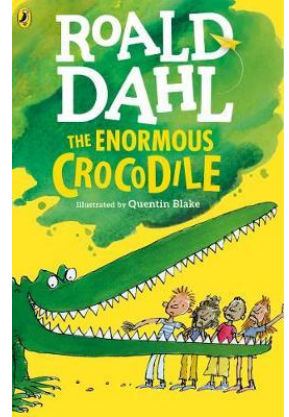
2. How many children did the crocodile say he would eat before he is full?

3. How did the crocodile react to Roly-Poly-Bird's warning?

4. Where is The Picnic Place?

5. How did the crocodile prepare for 'Clever Tick Number Four'?

The Enormous Crocodile by Roald Dahl
Thursday



Read pages 37 – 38

1. What did the group of children carry
to The Picnic Place?

2. Find and copy a simile used to describe how
quiet the crocodile was being.

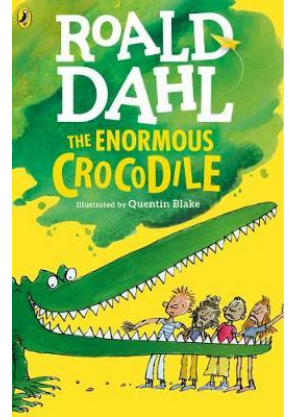
3. "Let's take the table with the lovely flowers on
it." – What do you think is going to happen
next?

4. How does the author describe the voice coming
from the jungle?

5. Who came to warn the children about the
crocodile?

The Enormous Crocodile by Roald Dahl

Friday



Today, you will focus on summarising and evaluating the story so far.

Use the summarising stems:

The key idea is...

This part is about...

The main theme is...

The most important ideas are...

Use the evaluating stems:

The word/phrase * works well because...

I like the way the author uses * it makes me think about...

I think it would have read better if...

The sentence * has high impact because...

1. What has happened in the story so far?

2. How does the author describe the crocodile throughout the story?

3. What would you change about the story so far?

4. How have the events in the story made you feel?
Use examples from the text.

5. What has been your favourite part of the story?
Why?
