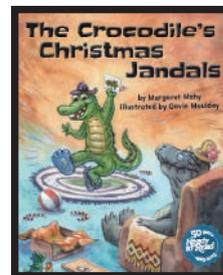


# The Crocodile's Christmas Jandals



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## Shared reading

Shared reading provides students with opportunities to engage in rich conversations about texts that they are initially not able to read for themselves.

Shared texts provide opportunities for students to behave like readers as the teacher models fluent, expressive reading. All readings of the text should be engaging and enjoyable for students.

After students have become very familiar with the big book during many shared reading sessions, have the small book available for them to read and enjoy.

## Overview

The crocodile loves his new Christmas jandals. But while he is at a beach barbecue, the waves steal away one of his blue jandals and all he can find is a left-foot red jandal. Later in the week, the crocodile wears the odd jandals to

a football match. He discovers that he is sitting next to a girl who is wearing his jandal! They are both delighted to have found their missing jandals, and as well as finding his missing jandal, the crocodile is very happy to have found a new friend.

There is an audio version of the text as an MP3 file at [www.readytoread.tki.org.nz](http://www.readytoread.tki.org.nz)

## Cross-curriculum links

Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people.

Health and physical education (level 2, identity, sensitivity, and respect) – Describe how individuals and groups share characteristics and are also unique.

This text has close links to the key competency of relating to others.

## Text characteristics

Key text characteristics as described in the reading standards for after two years at school are shown in the boxes with a solid outline. Other boxes show additional characteristics.

The underlying themes of coping with challenges and of making friends

A variety of sentence structures, including compound sentences and a few complex sentences, so that students are required to notice and use punctuation (in particular, commas, speech marks, and dashes) as a guide to phrasing and meaning when they are attempting to read the text themselves

Poetic language features; including repetition of key phrases (for example, “golden stars and silver moons”, “walking in party time”, “just for a change”, “red rubber jandal”); alliteration (“barbecue at the beach”, “salty sand”, “red rubber”, “Avon Aces”); rhyme (“crocs” and “socks”, “claws” and “straws”); and personification of the sea; that provide opportunities to extend students’ vocabulary and encourage links to writing

The tide had come in  
while he was prancing and singing.  
It had stolen  
his left-foot Christmas jandal.

The crocodile ran up  
and down the beach,  
but he couldn't find it.  
His left-foot Christmas jandal  
had floated out to sea.

Just as he was going home,  
dragging his tail sadly,  
the crocodile saw another jandal –  
a left-foot red rubber one –  
lying among the shells.



“You’ve brought me the wrong one!”  
said the crocodile crossly  
to the waves.  
The waves just rustled on the sand  
and said nothing.

Mostly familiar words, but some new topic words, including the made-up word “Horrapotchkin” and descriptive language (for example, “pranced”, “merry crocs”, “dragging his tail sadly”, “crossly”, “rustled”, “loudly”, “feet glittered with golden stars”) and the hyphenated words “left-foot”, “right-foot”

## Reading purposes and learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)

From the suggested reading purposes included in this teacher support material, choose those that best meet your students’ needs.

Each reading purpose is accompanied by learning goals. The learning goals are the sorts of behaviours (reading processes and strategies) that you want your students to demonstrate after multiple readings of this text and when reading other texts.

Often the first reading of a shared text will be with the whole class. The first reading of a shared text is about making meaning. The teacher leads the reading (with students invited to join in as they feel confident) so that the students can focus on responding to the storyline and thinking critically about the theme or main idea.

A focus on word-level features should be left for subsequent readings.

**Select from** and **adapt** these suggestions according to your students’ strengths, needs, and experiences.

## A suggested purpose for the initial reading

To find out what happened to the crocodile’s Christmas jandals

### Learning goals

During the first reading, the students can:

- make connections to their own experiences and use the clues in the text and illustrations to make inferences about how the crocodile is feeling and to predict what might happen
- listen for language patterns and the teacher’s intonation to know when to join in the reading.

### Introducing the text

- Read the title. *What is a “Christmas jandal”?*
- Use the cover illustration to discuss the setting, the characters, and what is happening. *How is the crocodile feeling? What’s making him so happy?*
- Read the names of the author and illustrator. Make connections to some other Mahy fantasy stories the students know.
- Share the purpose for the initial reading. Explain to the students that they will need to look for clues about what has happened to the jandal and how the characters feel.

## Reading and discussing the text

- **Pages 2 and 3** – The students may notice the similarity with the illustration on the cover. Read page 3 aloud, using a pointer to track the print. Have the students use the illustration to confirm who Aunt Alligator is. Encourage the students to share their responses to the description of the jandals. *Have you ever been given something to wear that was really special?* They could (briefly) practise walking in party time.
- **Pages 4 and 5** – Before you read, have the students discuss what is happening in the illustration on page 4. Remind the students to track the print with their eyes as you read. You may need to clarify that “cros” is short for “crocodiles” and does not mean a type of shoe.
- Expect the students to infer from the sound and look of the word “Horrapotchkin” (written in bold italics) that something bad has happened to the jandals. Ask them to share their predictions about what it could be.
- **Pages 6 and 7** – Again, have the students discuss the illustration on page 7 before you read. Expect them to notice the red jandal and to review their suggestions.
- If necessary, after reading the first paragraph, explain what the tide is. Have the students visualise how the tide can take things away. *Has the tide really stolen the jandal? Why did the crocodile think that?*
- After reading the next paragraph, have the students identify their left feet. Read to the end of page 7. *How is the crocodile feeling? How would you feel?*
- Ask the students to have another look at the illustration, which shows everyone leaving the beach. *It’s time to go home. What will he do?*
- **Pages 8 and 9** – The illustration shows a different time and place. *Has the crocodile found his missing jandal? How do you know? Where is he now?* Prompt the students to think critically about the direction of the story by modelling your thinking: *I wonder what we are going to find out about his jandals.*
- The students may be able to read this page along with you. If necessary, prompt them to use the illustration to work out what it means to wear “odd” jandals. *How is the crocodile feeling now?* Draw out the idea that he is not dwelling on his lost jandal. Ask the students to predict where the story might go.
- **Pages 10 and 11** – Enjoy the students’ responses to the illustration. *What is the crocodile thinking?* This question may stimulate some debate because the shape of his crocodile mouth means it’s not clear! *Let’s read to find out.* As you read, encourage the students to join in with the phrases that describe the jandals.

- The crocodile’s response is still not certain. *What will the crocodile do?*
- **Pages 12 and 13** – Expect the students to infer from the expression on the girl’s face that there is likely to be a happy resolution. The students may be able to join in with most of the reading on this page, including the italicised words “yours” and “my”.
- *How are they both feeling? What will they do?* Expect the students to predict that they will swap the jandals back again.
- **Pages 14 and 15** – *Why did they decide to keep wearing odd jandals?* Draw out the idea that as well as wearing them “just for fun” (perhaps because the Christmas jandals have made them both feel like they are walking in “party time”), they are becoming friends.
- **Page 16** – Both the text and the illustration strongly convey how happy the crocodile is now. *What clues tell you that he is feeling happy?* (He is prancing, his feet are glittering, and both feet are walking in party time.)
- Prompt the students to think critically. *Why is he feeling so happy?* (Not only has he found his missing jandal, he has also found a new friend.) You could also discuss what the girl might be doing and thinking on her way home.
- Reread the text, tracking how the crocodile is feeling at each key point.

## Suggested purposes for subsequent readings

You can return to this text many times with a different purpose. Subsequent readings of the big book will be with a group of students who have similar learning needs rather than with the whole class. **Select from** and **adapt** the following suggestions.

### Suggested reading purpose

To explore some of the ways the writer has used language in this story

### Learning goals

Over a number of sessions, the students can:

- identify and enjoy examples of repetition and alliteration
- identify and discuss how the writer has used descriptive language, including the personification of the sea and the use of the invented word “horrapotchkin”
- identify and discuss the use of verbs and adverbs.

Choose **one** of the suggestions below for each session.

- Ask the students to listen for examples of repeated words and phrases, in particular, the ways the jandals are described, as you reread the story. *Why do you think the writer has chosen to use some of the same words over and over?* Draw out the idea that repeated bits are fun to read, and in this story, they remind the reader of what was special about each jandal.
- Focus on **one or two** sections of the story as you read, asking the students to listen for words that help them build a picture in their minds, for example, about the crocodile’s feelings. *Show me what it looks like to “walk in party time” (or to drag your tail sadly). Tell me another word you could use instead of “pranced”. Why is the crocodile speaking crossly? Read his words in a cross voice.*
- Reread pages 6 and 7 and ask the students to listen for the words that describe the sea. Briefly discuss how the author makes the sea seem alive by saying that it had stolen the jandal and by having the sea not reply when the crocodile talked to it. *Why does the author say that the waves “rustled”? What else rustles?* Draw out the idea that the sea sounds like the rustling of leaves.
- Draw attention to some of the alliterative phrases. Reread them together. *Why do you think the writer has chosen to use words that start with the same sounds?* Draw out the idea that alliteration creates impact and is satisfying to read aloud.
- You could create a web of words associated with the jandals (for example, “Christmas jandals”, “blue with golden stars and silver moons”, “walking in party time”, “red rubber”, “holiday”, “glittered”) or about feeling happy (“pranced”, “danced”, “sang”, “merry”, “walking in party time”). Encourage the students to add further examples. Display the word web/s and encourage the students to incorporate the words into their writing. You could use the structure of page 3 as a writing frame for the students to describe a pair of their own jandals or shoes (true or made up).
- Enjoy practising the exclamation “Horrapotchkin”. Have fun making up or finding other unusual exclamations.

## Suggested reading purpose

To think about the structure of this story

### Learning goals

Students can:

- make connections to their knowledge of other stories that have a similar structure
  - summarise the events in the story
  - identify the beginning (which sets the scene), the complication (which introduces the problem), the middle (a possible solution to the problem), and the end (the resolution).
- Share the reading purpose and help the students to make connections to their knowledge of narrative structure, especially where characters need to solve a problem. Draw out the idea that stories often contain a problem, some ways to try to fix the problem, a new idea or event, and a happy ending (or resolution). Refer to a story the students know well, and briefly review what happens at the beginning, middle, and end of that story.
  - Reread *The Crocodile's Christmas Jandals*. Have the students describe the situation at the beginning of the story, identify the problem and what the crocodile tried to do about it, and describe the new event (when the crocodile sees that the girl is wearing his missing jandal). Discuss how this story has two happy endings, with the crocodile finding a new friend as well as the missing jandal.
  - Give each student a page with the headings Problem and Solution. Have them draw and/or write about these parts of the story.

## Suggested reading purpose

To read with fluency and expression

### Learning goal

Over time, the students can:

- draw on their overall knowledge of the story and storybook language, and on specific word meanings and punctuation, to read with appropriate phrasing and expression.
- Your modelling of fluent, expressive reading will be a major support for achieving this learning goal. Students can also build their comprehension and fluency by rereading the text while listening to the audio version on the MP3.
  - You could point out particular features of the text that help to support fluent reading, for example, the use of commas and dashes to support phrasing, the use of speech marks and attributions to clarify who is talking and what they are saying, and the use of exclamation marks and italics for emphasis.

- English language learners may benefit from opportunities to listen and practise with the MP3 file. They could listen to short sections and then listen again to help them practise pronunciation and intonation. Offer the students guidance on particular sounds (for example; “t”, “d”, “k”, “l”; consonant endings in general; and consonant clusters) or intonation patterns that are causing them problems. Provide feedback to support them to improve their pronunciation and intonation.
- Discuss the impact that expressive reading has on the listener. You could demonstrate reading a page or two, with and without smooth phrasing and appropriate expression. *How do they sound different? Which one makes you want to listen?*
- Reread the text and have the students read the dialogue without your support from page 7. You could have half the class or group read the crocodile's dialogue and half the girl's. As the students become more confident with this text, they could also take over the narrator's role.

## Related texts

- Texts about making friends: *Dragons! Dragons! Dragons!* (Shared); *Shimbir* (Orange); *Dimitri's Lunch* (Turquoise)
- Texts about facing challenges and working together to solve problems: *Dragons! Dragons! Dragons!*, *The Hole in the King's Sock* (Shared); *A Good Idea, Mum's New Job* (Green)
- Texts about special items of clothing: *Lāvalava* (Red); *Dad's Hat* (Green)

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