Castle Technology, Inc.
Sample Engaged Learning Lesson Plan

Project Title: The Enormous Crocodile

Date: April 10, 2000

Teacher(s): Joan Kuperstein

Grade Levels: 2nd

Length of Lesson: Approximately 4-5 weeks of language arts classes

Project Description:

The concept of greed is somewhat unfamiliar to a seven-year-old. Seeing as children at this age aren’t completely ready to understand the importance of sharing and selflessness, it’s important to provide them with firm examples of such.

Roald Dahl’s The Enormous Crocodile presents children with a humorous tale about a greedy crocodile who finds himself in continuous trouble. What character traits does this crocodile possess? Does he ever learn his lesson?
This unit of study lends itself well to children researching reptiles, as well (crocodiles, in particular). Understanding the difference between fiction and non-fiction materials and being able to identify characteristics of reptiles are just two of the many important learning outcomes in this unit.

**Project Goals:**

**Essential Question:**

What character traits do you feel are the most important to possess?

Is it possible for a person to “change” in order to become a better person? Tell why or why not and give examples.

**Specific Questions:**

What are the identifying features of reptiles?

Why are crocodiles seen as a threat to humans at times?

What is the difference between fiction and non-fiction? Do you read any differently?

What is an adjective?

What is greed? Give examples.
Illinois and CPS Learning Standards:

Second Grade
Language Arts

STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.

CAS A.
Use a wide variety of strategic reading behaviors to comprehend the literal and nonliteral meaning of text to be informed, to perform a task, and for literary experience.

CFS
1. Retell the content of text read independently.
2. Determine and state the purpose for reading stories/text (e.g., to inform, to entertain, and to persuade).
3. Clarify meaning by asking and answering questions concerning text read.
4. Organize information logically and sequentially based on the passage read (e.g., what happened first, second, and third).
5. Determine and explain author's purpose(s) and explicit main idea(s) in text(s).
6. Make and confirm predictions about events and ideas presented in text.
7. Summarize text read, including characters, setting, beginning event, second event, and solution.
8. Make connections between prior knowledge, previous experiences, and new reading selections.
9. Describe the problem, solution, or central idea of text(s).
10. Recognize cause-effect relationships.

CAS D.
Exhibit engagement in reading by responding to text orally, in writing, or through the arts.

CFS
1. Deliver oral presentations (e.g., book reports, role-playing, choral reading, and peer conferencing).
2. Create logs, journals, and book reports.
3. Construct big books, dioramas, murals, illustrations, songs, and plays.
4. Respond to text by generating alternative endings to plots and by substituting new elements (e.g., character traits, reactions, events, and settings).

STATE GOAL 2.
UNDERSTAND EXPLICIT AND IMPLICIT MEANING IN LITERATURE REPRESENTING INDIVIDUAL, COMMUNITY, NATIONAL, WORLD, AND HISTORICAL PERSPECTIVES.

CAS A.
Distinguish among literary terms, techniques, and forms in significant types of literature.

CFS
1. Distinguish nonfiction from fiction.
2. Describe the effects of humor within a work of literature.
3. Identify topic(s) presented in works of literature.
4. Compare and contrast character traits, settings, and mood of different stories.

STATE GOAL 3:
WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

CAS B.
Write with focus, coherence, and clarity.

CFS
1. Generate ideas for writing by brainstorming.
2. Provide a clear introduction, body, support, and sense of closure to writing.
3. Compose a well-organized, coherent report on a student-selected topic.
4. Apply techniques and strategies associated with the writing process to critique, revise, and edit manuscripts.
6. Participate in shared writing activities.

CAS C.
Use stages of the writing process to develop short narrative, descriptive, expository, and persuasive texts that communicate in terms of audience, purpose, and context.

CFS
1. Work independently.
2. Write and illustrate stories to convey meaning.
3. Write for public and personal purposes.

STATE GOAL 5:
USE THE LANGUAGE ARTS FOR INQUIRY AND RESEARCH TO ACQUIRE, ORGANIZE, ANALYZE, EVALUATE, AND COMMUNICATE INFORMATION.

CAS A.
Conduct basic research using a variety of technological tools and research.

CFS
1. Ask how and why questions:
   interviews.
   conferences.
   surveys.
2. Locate information in reference materials:
   examine pictures and charts.
   use a table of contents.
   use indexes.
3. Use a picture dictionary to find correct meanings of unfamiliar words.
4. Use glossaries, dictionaries, encyclopedias, other reference books, and available technology to answer questions.
5. Gather and use information to gain knowledge, solve problems, and support positions.
6. Orally examine the extent to which media provides a source of entertainment, as well as a source of information.
8. Working in cooperative groups, present research findings in appropriate written and oral formats.

Science

STATE GOAL 12:
HAVE A WORKING KNOWLEDGE OF THE FUNDAMENTAL CONCEPTS AND PRINCIPLES OF THE LIFE, PHYSICAL, AND EARTH/SPACE SCIENCES AND THEIR CONNECTIONS.

CAS A.
Compare and describe life cycles, basic needs, characteristics, and component parts of organisms.

CFS
2. Describe stages in the life cycles of plants, insects, and vertebrates (e.g., bean plant, butterfly, frog).
3. Describe how plants and animals obtain energy and raw materials (e.g., producers and consumers).
4. Classify a variety of organisms according to selected characteristics (e.g., appendages, bones, body coverings, hatched from eggs/born alive, how they care for their young).

CAS B.
Understand effects of organisms on the environment and some features that help them survive and reproduce after a change in their environment.

CFS
1. Describe ways that offspring are much like their parents and one another.
2. Identify differences in appearance among individuals of the same population or group.
4. Describe relationships among various organisms in their environment (e.g., predator/prey, parasite/host, food chains and webs).
5. Describe ways in which organisms cause changes in their
environments.
6. Describe characteristics of plants and animals that allow them to live in specific environments (e.g., blubber in seals and whales, taproots in dry environments).
8. Describe examples of extinct organisms based on fossil evidence (e.g., dinosaurs).

**Unit Pre-requisites:**

- Choose appropriate level of reading material
- Identify major story elements (character, setting, problem, solution)
- Working knowledge of hard word strategies

**Performance Task:**

**Task:**
You are to act as a crocodile expert at Brookfield Zoo, who believes that crocodiles are precious to our world and as such, need to be treated with the greatest of care and respect. You and your partner are expected to conduct research on the crocodile and examine the question, “Why are crocodiles seen as a threat to humans at times?” You are then expected to determine how these creatures are best cared for in the wild and in captivity. How is it that we can protect these animals from danger? You and your partner will design a new crocodile exhibit at Brookfield Zoo and present this design to the second graders. Your completed project will contain the following:

- a preliminary sketch of the exhibit,
- a written report explaining your findings on reptiles and why you chose the particular exhibit design,
- a model/representation of the exhibit (be creative-modeling clay, diorama, computer paint program, graphics from the Internet glued to create a 3-D effect, etc.)
- a summary of Roald Dahl’s *The Enormous Crocodile*

Resources you can depend on are the fiction and non-fiction books located on our book display (and from the media center or public library), web sites, experts working with crocodiles, and videos. See the Resources section for details.
**Access:** read, listen, research, survey, investigate, dialogue, question, brainstorm, interview, and observe.
- Brainstorm facts they already know or want to know about reptiles. (K-W-L)
- Listen to teacher explain available resources and their uses.
- Read non-fiction materials to find identifying information about reptiles.
- Read Roald Dahl’s *The Enormous Crocodile* to determine the meaning of greed.

**Interpret:** prioritize, organize, evaluate, determine, analyze, compare, contrast, decide, solve, and integrate
- Organize their reptile findings to identify major characteristics
- Determine the reason(s) for humans seeing crocodiles as a threat at times.
- Compare crocodiles to other animals student are familiar with.
- Decide how crocodiles are best-cared for/treated in the wild and in captivity.

**Produce:** make, build, depict, develop, construct, fabricate, create, and produce
- Create a preliminary sketch/plan of an exhibit that would best provide for a crocodile’s needs.
- Build a representation of the exhibit through creative methods (i.e. diorama, clay, computerized drawing, etc…)

**Communicate:** explain, teach, describe, present, convince, display, distribute, make, move, portray, convey, and perform.
- Explain why this design for the exhibit was chosen.
- Present the model and the written explanation/report to the second grade class.

**Evaluate:** evaluate, assess, judge, critique, appraise, improve, grow, amend, and refine
- Evaluate the effectiveness of your exhibit by asking your classmates to complete our Crocodile Questionnaire.
• Refine your exhibit by considering your classmate’s suggestions.

**Performance Assessment Plan:**
Tasks, Prompts, Tests/Quizzes, Informal Checks, Student Self-Assessment, Other...

• Informal checks for understanding while reading and after reading non-fiction materials (thumbs up/thumbs down).
  o Reptiles are cold-blooded.
  o Reptiles do not lay eggs.
  o An alligator is a reptile.
  o A turtle is a reptile.
  o Reptiles are warm-blooded.
  o Crocodiles are exactly the same as alligators.
  o Crocodiles have been in existence since pre-historic times.

• Informal checks for understanding while reading fiction materials.
  o Comprehension questions based on story content.

• Written reptile report graded on rubric.

• Summary of *The Enormous Crocodile* graded on rubric (divided into major story events: beginning, clever trick number one, clever trick number two, clever trick number three, ending)

• Model of exhibit graded on rubrics (teacher and self)

• Final quiz on *The Enormous Crocodile*.

**Resources:**

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**Trade Books:**

**Fiction**

The Enormous Crocodile  
The Selfish Crocodile  
The Monkey and the Crocodile  
Lyle, Lyle, Crocodile  
Counting Crocodiles by Judy Sierra  
Alligator Baby by Michael Martchenko (Illustrator), Robert N. Munsch

**Non-Fiction**

Alligators and Crocodiles (New True Books) by Lynn M. Stone  
Crocodiles & Alligators by Seymour Simon  
Alligators & Crocodiles by Erik D. Stoops, Debbie Lynne Stone  
Alligators & Crocodiles (The Untamed World) by Karen Dudley

**Videos:**

National Geographic's Crocodiles: Here Be Dragons  
Crocodiles with David Attenborough

**Websites:**

The Crocodile Files  
http://www.envirolink.org/oneworld/tales/crocs/index.html  
The Crocodile Hunter  
http://www.crocodilehunter.com/  
Gatorland  
http://www.gatorland.com/kids.html  
Crocodiles  
http://www.nature.ca/notebooks/english/croc.htm  
NatureSound  
http://www.naturesound.com/  
Yahooligans-Snakes  
Remarkable Reptiles  
http://www.ajkids.com  
(Ask about reptiles)

**Ask a Zoologist:**
Mad Scientist  
http://www.madsci.org/submit.html  

Miscellaneous materials for dioramas and models  
Computer paint program  
HyperStudio or PowerPoint  

**Project Evaluation: (respond to the following questions)**  

1. What worked?  

2. What did not work?  

3. What would you change?  

**Student Work:**  
Please attach copies of student work.