

UNIT 5

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • express basic feelings (physical and emotional) • find information from a short text • write an invitation • give advice (using should/ shouldn't) • follow and actively participate in the narration of a story
<i>Intercultural aspect:</i>	Pupils should be able to enjoy, appreciate and interact with foreign children's literature ("The selfish crocodile" by Faustin Charles and Michael Terry).
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • co-operate with peers to carry out tasks • use context to make meaning
NEW LANGUAGE	
<i>Production</i>	should / shouldn't Personality adjectives: selfish, lazy, generous, brave, kind, grumpy, Feelings: worried, grateful I've got a toothache/headache/stomachache/backache/earache. I've got a cold/temperature/sore throat. Expressions: What's the matter? How do you feel? Expressing sympathy: I'm sorry to hear that. / Oh, dear! / Would you like an aspirin? / Would you like to go home? Other: feel, dentist, invitation, bad, smoke, alcohol, floss teeth,
<i>Comprehension</i>	vet, mad, junk food, in pain 'I'm not well', get rid of, die, take care, stay away animals: deer, iguana, lonely
RECYCLED LANGUAGE	Animal body parts: teeth, back, tail, claws, tummy, head, eyes, neck, mouth, shoulder There is / There are ... Has it got ...? Yes, it has. No, it hasn't. Personality adjectives: grumpy, dangerous, clever, friendly, bad-tempered, rude, polite, nice Imperatives Food: milk, sweets, fruit, breakfast, lunch, dinner Feelings: scared, sad, happy Adjectives: large, huge, enormous, dangerous, scary, sharp Action verbs: drink, eat, swim, cry, shout, brush, exercise, have a shower, do homework, watch TV Places: forest, river Animals: elephant, crocodile, giraffe, monkey, cheetah, bird, hippo, antelope, pig, lion, pet I think ... / Would you like ...?

	I agree. / I don't agree. / It's your turn. Why...? Because ... What does it mean?
MATERIALS	mini-whiteboards, Audio CD for Year 5, PowerPoint presentations from www.schools.ac.cy , soft ball, dice, storybook 'The selfish crocodile'
TIME	4 X 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • Pupils sing a song of their choice. • The teacher shows a picture of a boy (see PowerPoint presentation 1). S/he asks pupils to say how the boy feels, e.g.: 'How does he feel? Is he happy? What do you think?'. Pupils might say that the boy feels sad or grumpy. If they use another word in Greek, the teacher can supply the English equivalent. <p>S/he then asks pupils to guess what they think is the matter with the boy and why he feels like this. Pupils are expected to give various suggestions and the teacher encourages them to begin with 'I think' . All ideas are acceptable at this point and pupils may also express themselves in L1, if necessary.</p> <p>The teacher then reveals the second slide which shows the boy holding his cheek and s/he asks: 'So, what's the matter? What do you think is the matter?'</p> <p>The teacher introduces "He's got a toothache". S/he writes it on the board and the pupils repeat.</p> <p>The rest of the expressions (earache, headache, backache, etc.) are introduced in a similar way. Each time the pupils repeat the new expression in various ways e.g. using funny voices, loudly, quietly, in their best British accent, etc. The pupils are also encouraged to say them as if they are in pain and use matching gestures.</p> <ul style="list-style-type: none"> • Pupils do activity 3 (listen, look and learn) repeating after the recording.

<p>PRACTICE</p>	<ul style="list-style-type: none"> The teacher mimes various situations (e.g. having a cold, a headache) and the pupils say what is wrong every time: “you’ve got a....”.
<p>PRESENTATION</p>	<ul style="list-style-type: none"> A volunteer pupil comes out and mimes how s/he feels. Each time the teacher asks the class ‘What’s the matter?’ and pupils respond ‘He’s/She’s got a’. <p>The teacher asks pupils how they can respond politely when someone says s/he is not feeling well and how they can show their sympathy. Ideas can be shared and the teacher introduces some key expressions of sympathy, such as:</p> <p>‘I’m sorry to hear that.’ ‘Oh, dear! Would you like an aspirin?’ ‘Would you like to go home?’</p> <p>These expressions are written on the board.</p> <ul style="list-style-type: none"> More volunteer pupils take turns to mime how they feel and the class use the above expressions of sympathy every time they identify what a pupil is miming, e.g.: <p>Pupil A mimes Pupil C: You’ve got a sore throat. Pupil A: Yes, I’ve got a sore throat. Pupil E: Oh, dear! Would you like an aspirin?</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> The teacher says that someone else is not feeling well and asks pupils to listen and find out: <p>a) Who is not feeling well? b) What’s the matter with him?</p> <p>Pupils listen to the text (activity 1) and note their answers on their mini-whiteboards. They raise their whiteboards up and share their answers but the correct answer is not revealed at this point.</p> <p>Pupils listen again while following in their books to check their answers.</p> <ul style="list-style-type: none"> Pupils listen repeat after the teacher or after the recording.

	<ul style="list-style-type: none"> • Pupils do activity 2 in their Pupil’s Book. • Pupils practice reading the text (activity 1) in groups of three while trying to read their parts with the right intonation and expression. The teacher goes round, monitors and helps. A group of pupils that feel comfortable can act out the story in front of the class.
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils play a ball game. A Pupil (Pupil A) throws a ball and asks: ‘What’s the matter?’. S/he then throws it to another pupil (pupil B) who replies using any of the key expressions (I’ve got a cold, etc.). The rest of the class adds to the conversation sympathizing and saying in chorus ‘I’m sorry to hear that.’. Pupil B then throws the ball to another pupil and asks ‘What’s the matter?’ and so forth. <p>Tip: <i>Add to the fun by asking the pupils to say how they feel while also miming/acting out how they feel. This means that they have to use the right intonation and tone of voice.</i></p> <ul style="list-style-type: none"> • Pupils are given a small piece of paper each. Each pupil chooses one of the expressions from activity 3 (listen, look and learn) and writes it on the piece of paper. They then get up and try to find their partner, i.e. someone who has the same expression as them. The teacher starts by modeling the activity using a few of the pupils: <p>Teacher: How do you feel? Pupil A: I’ve got a headache. Teacher: Oh, I’m sorry to hear that.</p> <p>Teacher: How do you feel? Pupil B: I’ve got an earache. Teacher: Me, too!</p> <p>Tip 1: <i>If your class is very large or if the pupils are not used to this activity, you may like to initially limit the number of pupils walking about and looking for a partner. In this case you can play the game twice. Divide the class into two groups and call one group to come out first. When they sit down, ask the other group to come out. Don’t leave one group passive during this activity. You can have them monitoring the activity by asking the group that’s sitting down to observe the pupils and make sure that they are all using English.</i></p>

Alternatively, you can ask half the pupils to get up and leave half the pupils sitting down. The pupils that are standing up can move about the classroom asking the pupils that are still in their seats so that they can find their partner.

Tip 2: *Since the pupils themselves have prepared their cards, you might end up with 9 'I've got a cold' and one 'I've got a temperature'. This means that a number of pupils may not be able to find a partner. Keep an eye on the activity and end the game early before one or two pupils are left without partners. The main point is that they all get to use the key language and interact with their peers.*

- Pupils do activity 1 in their Activity Books.
- Extension activities for pupils:
 - adding new words/expressions on the Word Wall
 - working on relevant interactive activities at www.schools.ac.cy
 - adding a new entry in their picture dictionary with the theme "How do you feel?"

EVALUATION

- Evaluation takes place through systematic observation. Monitor the pupils and observe them particularly during the ball game and the 'find your partner' game to see how they are coping with the new language. Write down your notes soon after the class.
- Pupils circle 4 of the pictures in activity 3 and play Bingo! The teacher calls out expressions and the pupils tick what they hear, if they haven't circled it. When they tick all the pictures, they shout Bingo!

A variation would be for the pupils to listen out for the ones they circled and the first one to hear all the ones s/he circled, wins.

LESSON 2

<p>REVIEW</p>	<ul style="list-style-type: none">• Pupils sing a song of their choice.• The teacher introduces a new chant, which can be found online at www.schools.ac.cy <p>How do you feel today? How do you feel today? I feel good. I feel good. How do you feel today?</p> <p>How do you feel today? How do you feel today? I've got a toothache. I've got a stomachache. I've got a cold. I've got a headache. How do you feel today?</p> <ul style="list-style-type: none">• The pupils are encouraged to participate and sing along.• Volunteer pupils come to the front of the class and mime how they feel. The rest of the class identifies how they feel and offers sympathy, as in lesson 1, e.g.: <p>Pupil A mimes Pupil C: You've got a temperature. Pupil A: Yes, I've got a temperature. Pupil E: Oh, dear! Would you like to go home?</p> <ul style="list-style-type: none">• Pupils practice reading the text (activity 1) in groups of three. The teacher monitors and offers feedback. Groups can present it to the class taking care to read as if they were in role.
<p>PRESENTATION</p>	<ul style="list-style-type: none">• The teacher writes 'should' on the board and asks pupils to read the text and underline all the sentences with 'should'.• Pupils read all the sentences they underlined with 'should'. The teacher asks pupils what they think 'should' means. The teacher listens to their explanations and adds further clarifications and examples so the meaning is clear, e.g.: <p>Teacher: So we need to take care of our teeth, too. We should brush our teeth every morning (writes the sentence on the board.)</p>

	<p>The teacher also introduces shouldn't and adds examples generated by the class on the board, e.g.:</p> <p>Teacher: What shouldn't we do? We shouldn't eat many sweets. (writes sentence on the board)</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> The teacher uses the PowerPoint presentation used in the previous lesson (see www.shcools.ac.cy) and begins with the first slide showing a person with a toothache. The teacher asks the pupils to identify what the matter is and then encourages them to offer some advice, e.g.: <p>Teacher: Let's see if you remember? What's the matter here? Pupils: He's got a toothache. Teacher: Oh, I'm sorry to hear that. What should he do? He should</p> <p>Pupil: He should go to the doctor. Teacher: Yes, he should go to the dentist. Anything else?</p> <p>The teacher writes down one or two good ideas suggested and creates two columns: should and shouldn't, e.g.:</p> <p>He should visit the dentist. He shouldn't eat sweets. He should brush his teeth.</p> <p>The same process can continue with one or two more slides. Some samples of advice which can be offered:</p> <p>S/he should go to sleep. S/he shouldn't drink alcohol. S/he should take an aspirin. S/he should exercise. etc.</p> <ul style="list-style-type: none"> Pupils do activity 4 (listen look and learn) and try to add at least a couple of their own examples using should/shouldn't. The teacher says they are now going to get some important advice on how to look after their teeth but first s/he would like to see how much they already know. Pupils complete the T/F activity (6a) in their Pupil's Book. The activity can take place with the whole class with one pupil reading each statement and

	<p>the others saying whether they agree or not and why, e.g.</p> <p>Pupil reads ‘You should brush your teeth at night.’</p> <p>Teacher: What do you think?</p> <p>Pupil A: I agree.</p> <p>Teacher: Let’s see who agrees? Put your hand up? Everyone agrees? OK.</p> <p>During this process the teacher can also explain any unknown words</p> <ul style="list-style-type: none"> • The teacher tells pupils that now they are going to read and find out if they were right or not. Individually and silently they read the passage in activity 6 (b) in their Pupil’s Book and check their answers for 6 (a). • The teacher asks pupils questions to see what they learnt from the passage (6b) and encourages them to use ‘should’ and ‘shouldn’t’ when appropriate. Sample teacher questions are: <p>When should we brush our teeth?</p> <p>How long should we brush our teeth for?</p> <p>What does ‘floss’ mean? (The word ‘floss’ is new so it may be useful to bring dental floss and show pupils.)</p> <ul style="list-style-type: none"> • If there is time the pupils can also watch a video on how to brush their teeth. Some possible videos are: http://youtu.be/hDZXSMU2IAk http://youtu.be/oKaNIV45bB8
PRODUCTION	<ul style="list-style-type: none"> • The teacher asks pupils to brainstorm advice they can give someone who wants to stay healthy. S/he writes down any suggestions in the form of a mind map, e.g.:



During this activity the teacher reminds and/or introduces key vocabulary (e.g. exercise, do sport, smoke, junk food, play football/basketball, etc.).

- The teacher tells pupils that they are going to play a game about staying healthy (Pupil's Book, activity 8). S/he explains that when they land on a square they should decide what kind of advice they should give, either:

You should...

Or

You shouldn't

If they get the sentence right (their partner or their group will decide that), they move to that square. The winner is the one who reaches 'finish' first.

In order to prepare the pupils for the game, the teacher can also project the board game on the board and go through a few of the squares with the pupil modeling how to play and also modeling language used in games (e.g. It's your turn, throw the die, etc.), e.g.:

Teacher: OK, let's start. Are you going to play first? Let's roll the die.

Pupil A: 1, 2, 3 – eat chips. We shouldn't eat chips.

Pupil B: Correct. You go to square 3.

Teacher: Your turn.

Pupil B: 1, 2, 3, 4, 5 – brush teeth. You should brush your teeth every day.

Teacher: Very good. Go to square 5.

Once it is clear that all pupils understand what to do, the pupils play

	<p>the board game in pairs or groups.</p> <ul style="list-style-type: none"> • Pupils do activity 3 in the Activity Book. • Extension activities for pupils: <ul style="list-style-type: none"> - playing the board game again - working on relevant interactive activities at www.schools.ac.cy - adding new words on the Word Wall - creating word puzzles on puzzlemaker.com or other similar software
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils' responses to the various tasks. • Monitor the pupils during the board game and take notes as regards their progress in using should/ shouldn't.
PROJECT	<ul style="list-style-type: none"> • Pupils can work individually, in pairs or groups to prepare a video presentation where they offer advice on how people should look after their teeth. The video can take the form of a short advertisement spot on 'taking care of your teeth' (e.g. a jingle, etc.) or can be in the form of a more serious TV programme such as a news report.
CROSS-CURRICULAR LINKS	<p>Αγωγή Υγείας: Pupils can continue working on a project about healthy teeth or healthy lifestyles in general. They can prepare posters, informative leaflets or short videos for their school and wider community.</p> <p>Design and Technology: Pupils can design their own game based on things we should or shouldn't do for a healthy lifestyle.</p> <p>Music: Pupils can compose their own song to encourage people to look after their teeth or to adopt a healthy lifestyle.</p>

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sit in a circle and sing the chant they learnt last time (How do you feel today?). They can also write their own verse and add other feelings in the song.

PRESENTATION

- The teacher tells pupils that s/he is going to tell them a story about somebody a little scary and asks them to guess who this scary character could be. If needed, the teacher can help by gradually giving clues e.g. that it is an animal, that it's got a long tail, that it is green, etc.
- When pupils find out that the story is about a crocodile, the teacher can ask them to describe crocodiles encouraging review of vocabulary such as dangerous, fierce, large, etc. S/he then says that there is something special about this crocodile and pupils have to find out what, e.g.:

Teacher: There is something special about this crocodile. What do you think it is? What's special about the crocodile?

Pupil A: Is it very big?

Teacher: Oh, yes. It is very big. It's a huge crocodile. But that is not it. Try again.

Pupil D: Is it a red crocodile?

Teacher: No, it's not red.
etc.

The teacher reveals that the story is about a 'selfish crocodile' and writes the word 'selfish' on the board. S/he asks pupils if they know what it means. If the pupils can't offer an explanation the teacher can explain by giving examples and using gestures (e.g. 'He loves only himself. He wants everything for himself.') and can then ask pupils to explain the meaning of the word in Greek (εγωιστής).

- The teacher asks pupils if 'selfish' is a good or a bad characteristic and makes two columns on the board, e.g.:

Good

Bad

S/he writes 'selfish' under the category 'bad' and asks pupils to think if they know any other characteristics that describe people (and animals). Each time a pupil offers an adjective, the teacher asks pupils if they think it is a good or a bad characteristic and uses the adjective offered in examples or asks pupils to explain it in Greek to check pupils understand it, e.g.:

Pupil: polite

Teacher: Yes, where shall I write it? Is it good or bad?

Pupils: It's good.

Teacher: It's good. If you are nice and say 'please' and 'thank

	<p>you', you are polite. What does it mean in Greek? Pupils: ευγενικός Teacher: That's right. Polite. Let's all say it together. Polite. etc.</p> <p>During this presentation the teacher ensures that previously taught vocabulary is used (polite, rude, dangerous, naughty, scary, kind, friendly, grumpy) and new vocabulary is introduced (brave, selfish, generous, lazy). Pupils repeat the words after the teacher in various ways (squeaky voice, alien voice, etc.).</p>
<p>PRE-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher reveals the cover of the book and asks the pupils to describe the crocodile. The pupils describe the physical characteristics of the crocodile (sharp teeth, green, huge, big eyes, long tail, etc.). The teacher also encourages pupils to say what they think the crocodile is like, i.e. what do they think his personality is like. Pupils use the vocabulary which is already on the board, e.g. <p>Teacher: What do you think he is like? Is he friendly? What do you think? Pupil A: I think he isn't friendly. Teacher: What does everyone else think? Do you agree? Pupil B: I agree. I think he isn't friendly. Teacher: Why do you think so? Why isn't he friendly? Pupil B: Because the animals are scared. Teacher: OK... so you think he is Pupils: scary!</p> <ul style="list-style-type: none"> • The teacher circles the characteristics which the pupils think describe the crocodile best. S/he then tells pupils that they will listen to the story and find out if they were right.
<p>WHILE-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher tells the story. S/he encourages pupils to participate by asking them to describe the illustrations, how the animals feel at different points in the story, guess how the story progresses and discuss events in the story, e.g: <p>Teacher: What is this loud sound? Pupil A: I think</p> <p>Teacher: Why do you think the crocodile is in pain? Pupil B: I think</p>

<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> • Pupils discuss the story and say whether they liked it or not and why. They can share what their favourite part of the story is and who their favourite character is and why. <p>Pupils can also discuss what it means to be selfish and the repercussions that might have on someone, e.g. not have friends, be lonely, etc. Aspects of the discussion can take place in L1, if necessary.</p> <ul style="list-style-type: none"> • Pupils return to their seats. The teacher tells pupils that the crocodile has a cousin who is also very, very selfish. S/he tells pupils that this cousin is very grumpy all the time and very rude with everyone so he has no friends. The pupils need to give him some advice about how he should behave so that he can have friends. The teacher can begin by giving the first piece of advice and writing it on the board to support pupils in using should/shouldn't, e.g.: <p>He should be polite. He shouldn't shout at other animals.</p> <p>Pupils work in pairs using their mini-whiteboards to come up with at least 3 pieces of advice for the crocodile.</p> <p>Pupils then share their advice with the class and the teacher writes a few on the board.</p> <ul style="list-style-type: none"> • Pupils do activity 2 in their Activity Book and complete a letter to the crocodile's cousin. • Pupils do activities 4 and 5 in their Activity Books. The teacher goes round monitors and helps whenever necessary.
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils' responses to the various tasks.
<p>CROSS-CURRICULAR LINKS</p>	<p><u>Design and Technology:</u> Pupils can work on various projects during Design and Technology. They can:</p> <ul style="list-style-type: none"> - create a simple bookmark about the story - create a model of the river - create a model crocodile and/or models of the other animals - design a game with the crocodile and the animals at the river <p><u>Art:</u> Pupils can imagine what the river is like and illustrate it using a</p>

	<p>variety of materials.</p> <p><u>Agogi Ygieas</u>: Pupils can work on the importance of friendship and how good friends behave and/or the importance of tolerance and sharing.</p>
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LESSON 4

<p>REVIEW</p>	<ul style="list-style-type: none"> • Pupils sing ‘How do you feel today’ adding the verses which they prepared in the previous lesson. • The pupils ask the teacher ‘How do you feel today?’ and the teacher mimes. Pupils identify what is being mimed (e.g. You’ve got an earache.). • The teacher tells pupils that the selfish crocodile is visiting them. S/he picks a volunteer pupil and gives the pupil a prop (e.g. a crocodile mask – such as the one at http://resources.sparklebox.org.uk/sb1488.pdf – a hat or a puppet). The class asks: Mr Crocodile, how do you feel today? The teacher whispers in the pupil’s ear something and the pupil has to mime it while the rest of the class identify the feeling, e.g.: <p>Class: Mr Crocodile, how do you feel, today? Pupil A mimes a headache Pupils: You’ve got a headache. Pupil A: Yes, I’ve got a headache. Class: I’m sorry to hear that (or Would you like an aspirin?)</p> <p>Tip: <i>In order to ensure a variety of sympathetic responses are used, the teacher can use prompts for the class replies. S/he can, for example, have a number of sympathetic responses written on the board and point to which one should be used each time.</i></p> <ul style="list-style-type: none"> • The teacher spells out a word and the pupils find out what word it is, e.g.: <p>Teacher: S E L F I S H Pupils: selfish</p> <p>The teacher focuses on vocabulary recently taught. Pupils can</p>
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	<p>take notes, writing down the letters on a piece of paper, the back of their books or their mini-whiteboards.</p> <p>Volunteer pupils can also lead the activity and spell out words for the rest of the class.</p> <ul style="list-style-type: none"> • Pupils work in pairs using their mini-whiteboards. The teacher shows PowerPoint presentation – lesson 4 (www.schools.ac.cy). For each slide the pupils need to identify the missing word and write it on their whiteboard. They raise their whiteboard and share their answer before this is revealed in the presentation.
PRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher asks pupils if they remember the story they read last time. S/he gives a set of sentence strips (see photocopiable materials) to pairs or groups of pupils who work to put them in the correct order according to the story. The teacher monitors the activity. <p>One or two groups of pupils report their answers. The teacher does not correct them but tells them they can check their answers when they hear the story again.</p>
WHILE-STORYTELLING	<ul style="list-style-type: none"> • Pupils sit in a circle. The teacher tells the story encouraging the active participation of the pupils.
AFTER-STORYTELLING	<ul style="list-style-type: none"> • Pupils return to their seats and check the order of their sentences in their pairs/groups to decide if they got it right. • The teacher asks pupils to work in pairs using their mini whiteboards. They make two columns and write words that describe the crocodile before and after the mouse took out his tooth. S/he gives the format on the board: <u>The crocodile before</u> <u>The crocodile after</u> <p>Pupils report the words they have come up with and the teacher writes them on the board.</p> <ul style="list-style-type: none"> • Pupils are divided into two groups and play a game with the words on the board. The teacher gives an example. She says a sentence with an adjective from the “the crocodile before” column, e.g.: <p>Teacher: The crocodile is dangerous.</p>

	<p>A pupil adds another adjective while keeping the one the teacher has used.</p> <p>Pupil A: The crocodile is dangerous and scary.</p> <p>Then another pupil adds one more.</p> <p>Pupil B: The crocodile is dangerous, scary and lazy.</p> <p>Then pupils do the same. First pupils from group A start and get 1 point for every adjective they add to the sentence without forgetting the others. Then group B plays.</p> <p>The game can be played again using the adjectives from the second list, “The crocodile after”.</p> <ul style="list-style-type: none"> • If there is time, the pupils can play the above game in groups. • The teacher tells pupils that the crocodile’s cousin has followed their advice and is now friendly. He would like to write an invitation for the animals to come back to the river for a party but he needs help to write the invitation. The pupils look at examples of invitations in activity 5 in their Pupil’s Book and they then work to prepare their own. • Pupils do activity 6 in their Activity Books.
EVALUATION	<ul style="list-style-type: none"> • Pupils complete the Unit’s self-assessment forms.
PORTFOLIO	<ul style="list-style-type: none"> • Pupils add the story in the list of stories they read. • Pupils add that they can write an invitation in their writing targets (A2 Writing – p. 50). It can be included in the additional targets and numbered (e.g. Μπορώ να γράψω μια πρόσκληση.).

Photocopiable Materials (Selfish crocodile Strips)

A very large crocodile lives in the river.

Deep in the forest there is a river.

He always shouts: "Stay away from my river.
It's my river"

Today the animals hear a loud sound.

It's the crocodile. He is crying.

A little mouse goes in the crocodile's mouth.

Now, the crocodile is happy. He's not selfish.

All the animals are very scared of the
crocodile.

He pulls out a tooth.