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Activity Guide

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Alligators and Crocodiles

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This Live Oak Readalong can be correlated to the following Common Core Anchor Standards (CCSS):

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core Anchor Standards:

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.8: R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

BEFORE LISTENING

About the Story

Alligators and crocodiles are similar in many ways and different in other ways. They're closely related to dinosaurs and are the largest living reptiles. This book describes the habitats and habits of these big reptiles, including what they eat, how they move, and how they reproduce.

Activate Prior Knowledge/Build Background

Ask children they have ever seen an alligator or a crocodile. Have them describe the animals and volunteer any information they have about the reptiles. Write their ideas on the board. Then tell them that they will learn about the differences and similarities between these reptiles.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking

CCSS: R.1, R.2, R.7; SL.1, SL.2

Ask children the following questions about the book. Call on volunteers to respond orally.

- Where do alligators live? Where do crocodiles live?
- What senses do alligators and crocodiles use to move and find food?
- In what ways do alligators and crocodiles look different?
- What is different about alligators' and crocodiles' nests? What is similar?

e. What threats do alligators and crocodiles face? How can people help them survive?

Vocabulary

CCSS: R.4; L.6

Write these words and definitions on the chalkboard. Have children copy the words and draw a line between each word and its definition.

crocodilian	active at night
hatchling	body parts that sense movement
carnivores	group that includes crocodiles and alligators
nocturnal	baby reptile
sensory pits	meat-eaters

Social Studies: Where Are the Crocodilians?

CCSS: R.1, R.7; SL.2, SL.4

Have children work in small groups to look closely at the map on page 8, which shows where crocodiles and alligators are found in the world. Point out the line of the Equator on the map, and lead children to understand that both reptiles are located mostly near the Equator. Have groups look in reference books or online to find out about the climate near the equator. Then ask them to offer suggestions about why this might be true, using the information on the following page to reach the conclusion that the animals live in warm areas

Science: Crocodilian Venn Diagram

CCSS: R.1, R.2, R.8; W.7, W.8

Have children work in pairs to create a Venn diagram showing crocodile and alligator similarities and differences. Using the information from the book, partners can write information in the parts of the circles that don't overlap that show the differences. In the parts of the circles that overlap, they can write the similarities between the two kinds of reptiles. Display the Venn diagrams in the classroom.

Language Arts: Crocodile Poetry

CCSS: W.4; SL.1, SL.2, SL.6

Read examples of poems about crocodiles to the class, such as "The Crocodile" by Lewis Carroll and "The Crocodile" by Roald Dahl. Lead children in a discussion about the characteristics of the crocodile that each poem treats. Then ask them to write their own poems, rhyming or non-rhyming, about either a crocodile or an alligator. Children can illustrate their poems if they want. Collect the poems in a class book of Crocodilian Verses.

Science: The Other Crocodilians

CCSS: R.5; W.7, W.8; SL.1, SL.2, SL.6

The author mentions two other crocodilians, the gharial and the caiman. Have children listen again to the information about these reptiles at 19:15 on the CD. Then have them work in small groups to find information about one of these crocodilians in reference books or online. Groups can take notes on the facts they find and present their findings orally to the class.

On the Internet: Crocodilians and Dinosaurs

CCSS: R.5, W.2, W.7, W.8

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

Have children write brief reports about one of the dinosaurs that paleontologists believe are related to present-day crocodilians, using the dinosaur name as a keyword:

- Rutiodan
- Erpetosuchus
- Doswellia
- Sarcosuchus
- Deinosuchus

When children have gathered information, including pictures they find online, they can write a description of their dinosaur and explain how it is similar to today's crocodilians.