

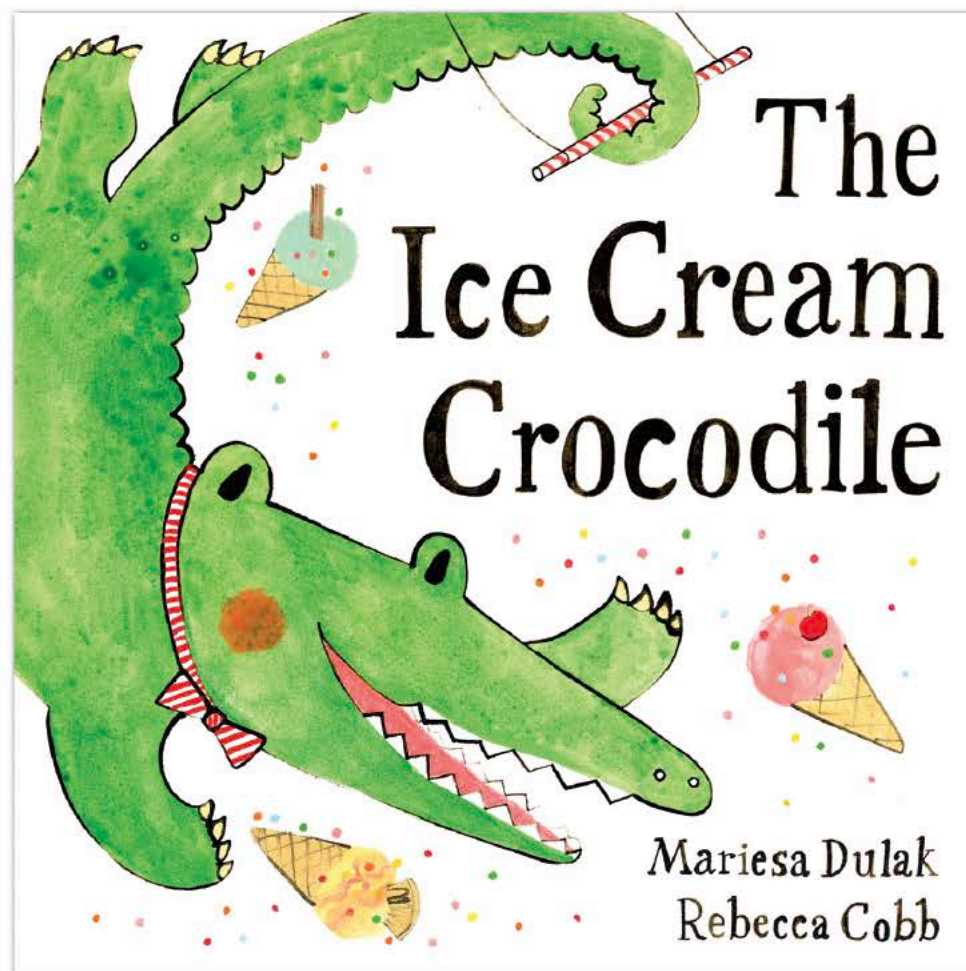


**'THE ICE CREAM CROCODILE'  
BY MARIESA DULAK & REBECCA  
COBB ACTIVITY PACK  
For students aged 5+**



**PERFECT FOR:** A colourful, action-packed story about a crocodile desperate to have his chance in the spotlight! The story is perfect for exploring what it feels like to be left out, as well as the importance of being yourself.

**ACTIVITIES INCLUDE:** Newspaper articles, animal-themed poetry, non-chronological reports about crocodiles and penguins, magical settings and imaginary worlds, finding out at the Windrush Generation and more





## DISCUSSION QUESTIONS For students aged 5+



1. Spend some time looking at the **front cover**. What can you see? Do you notice anything interesting about the crocodile? When do you think the story is set? What might the crocodile be thinking and feeling? Now, read the blurb. Do you notice anything interesting? What do you predict will happen in this story?

2. As a group, create a **spider diagram of words, pictures, ideas and themes** linked to 'BEING LEFT OUT'. You may also wish to introduce the theme of 'PREJUDICE' into your discussions.

3. **How are crocodiles usually portrayed in children's books?** Can you think of any famous crocodile characters and what they're like? When you've finished reading the book, you could return to this discussion and talk about how Elvis is different.

4. As a class, **read and enjoy the story**. Now talk about what you liked about it and what you didn't like about it. Do you have a favourite illustration? Why is it your favourite? Is there anything you found puzzling or confusing? Does the story remind you of any other stories, films, songs or poems you show? Why?

5. **Read through the story** in small groups and think about what actions and sounds you could add to it. How can you perform words like 'popped' and 'strung'? What sorts of sounds might you hear along the way? **Rehearse the story and then perform it, with actions and sounds, to the rest of the class.** You might even wish to act out the story with puppets!





## DISCUSSION QUESTIONS

### For students aged 5+



6. **Read pages 1 and 2.** Why do you think the crocodiles are 'kept well out of sight'? What does this mean? Who might be keeping them out of sight and why? What do you notice about all the animals in the audience and the ones performing too?
7. Imagine you are at the Zig-Zags Circus. **Make a list of everything you might be able to see, hear, taste, touch and smell!**
8. **What are your first impressions of Flossie on pages 5 and 6?** What makes a good friend? Do you think she is a good friend? Why? Why not?
9. **How do the author and illustrator create a sense of movement on pages 7 and 8?** Think about how the words are written too! ?
10. **What might Sidney be thinking and feeling on pages 9 and 10 when he sees the new fairground?** Look carefully at his facial expressions to help you.
11. **Why do you think Sidney won't allow spikes or scales on stage?** Is he being fair? Have you ever felt left out before? What did it feel like? (pages 11 and 12)
12. What do you think Mum means when she says that Sid only thinks in 'black and white' and is only interested in 'gloss and glitter'? **What do you notice about the colours used on these pages?**





## DISCUSSION QUESTIONS

### For students aged 5+



13. **Compare and contrast pages 7 and 8 with pages 13 and 14.** On pages 7 and 8, Elvis is experiencing happy, positive feelings, but this changes on pages 13 and 14. Why? In groups create freeze-frames showing how the story changes from a positive to negative tone.
14. **Look at Sid on pages 23 and 24.** What might he be thinking and feeling? Do you feel sorry for him? Why? Why not? What advice would you give to him?
15. Look at pages 25 and 26. If scales and spikes are allowed now, can you **come up with a list of animals** that could join Sid's circus? What sort of exciting acts might they each perform?
16. How can you make sure that no-one feels left out when you're playing in the playground? What could you do to make everyone in you class feel **welcome**?
17. Spend some time reading and exploring *There's A Tiger on The Train*, which is also written by Mariesa Dulk and illustrated by Rebecca Cobb. How is this story similar to *The Ice Cream Crocodile*? How is it different? Use a **Venn Diagram** to compare the two stories.
18. What do you think Elvis and Sid **learn by the end of the story**? How have they changed over the course of the story? Choose one word to describe them at the beginning and one word to describe them at the end of the book. Explain your word choices to a partner.





## DISCUSSION QUESTIONS

### For students aged 5+



19. **Would you recommend this story to anyone?** Do you know someone who might enjoy it? Why? What time of year do you think people might like to read this story? Why?

20. What else can you find out about **Mariesa Dulak and Rebecca Cobb**? You might like to read some more of their books like *A Wild Walk To School* and *The Silver Shadow* (illustrated by Alea Marley) or watch Mariesa's Author Masterclass on [authorfy.com](http://authorfy.com). Can you notice any similar themes, characters or storylines?





## SUGGESTED ACTIVITY 1

### For students aged 5+



What do you think you already know about crocodiles and penguins? Can you find some pictures of them and use adjectives and similes to describe each creature to a partner?

What do you think crocodiles and penguins eat? Where do they live?

In small groups, **carry out some research into penguins and crocodiles** around the world, using the template below to make notes:

	<i>Diet</i>	<i>Habitat</i>	<i>Appearance (size, weight)</i>	<i>Interesting Facts</i>
<b>Crocodiles</b>				
<b>Penguins</b>				

Now use this information to **compare and contrast the two animals**. Use a **Venn Diagram** to explore how they are similar and how they are different.

Next, use your research and notes to **write a report** about either a crocodile or a penguin. You could include a title, sub-titles, pictures and diagrams, a simple food chain to show what your animal eats, interesting facts and a quiz at the end to test your reader!





## SUGGESTED ACTIVITY 2

### For students aged 5+



Spend some time as a class **reading and enjoying a range of animal-themed poems**. You could explore these poems which are all available for free online:

- 'The Bug Parade' by Zoro Weil
- 'Crick, crack, crocodile!' by Joan Poulson
- 'Please do not feed the animals...' by Robert Hull
- 'A Ballroom for St Bernards' by Kit Wright

After listening to a range of poems, record your thoughts and feelings in a Book Talk grid like below (Aidan Chambers):

<i>What do we like about the poem?</i>	<i>What do we dislike about the poem?</i>
<i>Is anything in the poem confusing?</i>	<i>Does the poem remind us of anything else?</i>

Now, in groups, **choose a poem to perform**. Think about who will say each part and if there are parts of the poem you could all say together. Will you whisper parts? Will some parts be read loudly? What about pace: should some phrases be read quickly and some slowly? You may also wish to add actions, sound effects and musical instruments to your poem to enhance your performance.

Finally, **write your own poem** inspired by this story. It might refer to all the different animals at the circus! Try to use alliteration and onomatopoeia.





## SUGGESTED ACTIVITY 3

### For students aged 5+



On her website, Mariesa Dulak has said:

“This book was inspired by my parents' experiences as part of the Windrush Generation. I hope this story resonates with anyone who has experienced prejudice. It's a book full of joy, friendship, inclusivity and ice cream.”

What can you find out about the **Windrush Generation**?

**Create a leaflet or report.** You could include information about the significance of the Windrush Generation to our national life, and the lives of key Black historical figures in the context of the UK. You may also wish to read some personal stories about how people felt about leaving the Caribbean to help rebuild post-war Britain.





## SUGGESTED ACTIVITY 4

### For students aged 5+



Make a list of **verbs** and **adverbs** as a class. Can you use this to **create your own descriptions** of the circus animals performing?

For example: The flamingo pirouetted gracefully.

VERBS	ADVERBS
Soar	Quickly
Whoosh	Gracefully
Prance	Slowly
Leapt	Cautiously
Pirouette	Smoothly





## SUGGESTED ACTIVITY 5

### For students aged 5+



Elvis has a magical dream where he visits a land made of ice-cream. Can you **draw and design your own enchanted world made of ice-cream and sweets?** Afterwards you may wish to **write a short paragraph** describing your wonderful setting. Think carefully about using descriptive adjectives!

For example: *That night I dreamed of a strange ice-cream world. Chocolate trees swayed in the breeze and houses were made of delicious wafers sandwiched together. I played on a beach made of delicious, multi-coloured sprinkles. I whooshed down slides made of glistening strawberry ice lollies.*





## SUGGESTED ACTIVITIES 6–9

### For students aged 5+



Write a simple **newspaper article** about the famous ICE CREAM CROCODILE! Can you think of a headline for your newspaper article? You may wish to 'interview' some of the animals who witnessed this wonderful performance. What might they say about Elvis? Remember to write in the past tense and try to include facts about the main events which are written in chronological order.

At the end of the story, Sid allows all animals, including those with spikes and scales, to take part in the circus. Can you create a colourful, **engaging persuasive poster**, like the ones at the beginning of the book, advertising a new, exciting circus act? Which animal will you choose? What amazing things might they do to entertain the crowds?

Look at Henri Matisse's piece of artwork called "Cirque" (1947). How does Matisse create movement and energy? Perhaps you could have a go at using a similar technique, which involves cutting out shapes from different coloured paper, to **create your own circus-inspired artwork**.

Why not **explore a range of circus-themed books** such as *The Fabulous Foskett Family Circus* by Quentin Blake and *Leon and the Place Between* by Angela Mcallister and Grahame Baker-Smith.





## STORY SACK AND SENSORY ACTIVITIES

### For students aged 5+



A story sack could include puppets or models of the animals in this story. **Use the puppets or models to act out the story.** Whilst the children are performing the story you may wish to take photographs and use this to inspire a simple retelling of the story using words like 'first', 'next' and 'then'.

Models, puppets and toys could include:

- three crocodiles (to represent Elvis and his family)
- a flamingo (to represent Flossie)
- a penguin (to represent Sid)

It would be especially effective if you used soft, cuddly toys for Sid and Flossie and a hard, plastic toy for Elvis. You could use different toy animals for the audience and also encourage the children to **group and classify the animals** in a variety of ways eg: furry vs scaly.





## STORY SACK AND SENSORY ACTIVITIES

### For students aged 5+



**Create a circus-themed role-play area!** You may wish to include a ticket booth, costumes for the performers, and scarves to 'juggle' with. You could even use a skipping rope or a line of masking tape on the floor to represent a tightrope!  
*Note: Activities using small bean bags to promote balancing and co-ordination would also be ideal here.*

You may also wish to set up a role-play corner in the room for children to **buy and sell different ice-creams**. Ice-cream cones and scoops of ice cream could be printed out on cardboard, alongside a simple menu and coins. This is a great way to encourage maths skills!

The children could also be encouraged to **move like some of the animals** in the story. How might a crocodile move? How can you capture Flossie's graceful dancing? How might Sid the penguin walk? You could even paint your faces or wear masks to help represent the animals. Half the class could perform while the other children sit on pillows in a circle around them, just like at a real circus!  
*Note: You could even add straw to the floor for another sensory experience.*





## STORY SACK AND SENSORY ACTIVITIES

### For students aged 5+



**Use large crash mats and exercise balls to explore how the acrobats move.**

Practice spinning, jumping, rolling and twisting on the mats! You could also use a trampoline for jumping and stilts for walking!

Give the children a range of materials with different textures to explore the story. Elvis's scales might be represented by rough, scratchy materials whereas real smooth feathers could represent Flossie's fantastic plumage. Allow the children time to **explore the different textures and feelings** associated with them.

What might it feel like for Elvis and Flossie to swing through the air? You could **use a sheet to swing a student gently from side-to-side.**

Why not **taste test a range of ice-cream flavours!** Which is your favourite and why? You could even finish your unit of work relating to this story by having a class ice-cream party. Sprinkles and chocolate flakes could be provided for children to decorate their ice-creams. You may also wish to try some popcorn, exploring what it is like before and after being popped. Have fun exploring the ice-cream and popcorn through taste, touch and smell.

You may wish to **listen to a range of circus-themed music** like *Entry of the Gladiators* by Julius Fucik or music from *The Greatest Showman* soundtrack. The children could sit inside a darkened tent and **have a range of light-up sensory toys available to them while they listen to the music.**

