



Rocket Cards

Use with:

When the Crocodiles Came to Town

By Magda Brol



1. Pick a Rocket Card to focus on today.



2. Watch the matching video on the Language Launchpad You Tube channel.



Rocket Card

Use with 'When the Crocodiles Came to Town'

Get ready

When? Before reading

Find a **special place**, which is comfortable and free from distractions such as TV or phones.



Pick a **time** when you and your child are **calm**, but **alert**.



Watch the '**Find a special place**' video

Watch the '**Introduce story time**' video



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Make it about them



When? Whilst reading

Support your child to notice the things in the story that are **familiar** to them, and the things that are **different**.

Pick some of our ideas for discussion:

"Would you drink the pond water?" "Or wash in the bird bath?" "What would that be like?"

"You've got a rucksack too. Do you think the Crocodiles keep (name items your child keeps in their rucksack) in theirs?"

"What would happen if we played music late at night?"

"Look, the crocodiles eat "Croco Pops". What do you have for breakfast?"



Watch the '[Make it about them](#)' video



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Ask questions



When? Whilst reading

Ask these questions while on the appropriate page (you don't need to say the words in brackets).

Focus on the questions that are **suitable for your child**. You can miss out ones that you think are not appropriate. They get more difficult as you go down the page. **Remember to think of your own questions too.**

What can you see? (On any page – there's lots to see in the pictures on every page of this book.)

What is happening? (On any page.)

How do they feel? (On any page, crocodiles or the people of the town.)

Why did the people of the town not like the crocodiles?

Why were the crocodiles allowed to stay in the end?



Watch the '**Ask questions**' video



Rocket Card

Use with 'When the Crocodiles Came to Town'

Retell the story together



When? After reading the story at least once

- Download the When the Crocodiles Came to Town story cards from the website.
Support your child to put our story cards in order and use them to help tell the story again.

Encourage your child to **be the storyteller** by asking them questions, giving sentence starters and language demonstrations. **We've given you some ideas** for how to support your child. Please use your own ideas too.

Remember! **Pause regularly** to allow them to give their ideas, and **respond positively** to what they say and do.

Try to focus on these three main events:

1. The people of the town told the Crocs to leave.

Unfinished sentence: "The people thought the Crocs were too ____". "They said:____"

2. The Crocs saved the town from thieves.

Comment: "Well done Crocs!"
Question: "What happened?"

3. The people of the town welcomed the Crocs.

Unfinished sentence: "Now the people say____".



Watch the 'Retell – When the Crocodiles Came to Town' video

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Developed by Oxford Craniofacial Unit Speech and Language Therapy Team.



Rocket Card

Use with 'When the Crocodiles Came to Town'

Focus on important words from the story



When? After reading the story

Pick out a **word** from the story and **play a game or have a discussion** to **help your child understand** the word. Here are some of our ideas, but don't forget to **pick out your own words** and add your own ideas.

Make sure you **repeat** the word lots of times in different sentences.

Ideas:

Rules:

Together, make up and play a game with rules (e.g. when I clap, you jump up and down).

Quiet and noisy:

Using our action and noisy/quiet cards from the website, take it in turns to turn over a card from each pile and then complete the action (e.g. if you select 'clap your hands' and 'quiet', clap quietly. If you select 'voice' and 'noisy', shout).

Tidy and messy:

- Take a small selection of toys. Play at making them tidy and messy. Talk about this as you do it together to help your child understand (e.g. *"they're all lined up in a row, that's very tidy. Now they're all over the floor, that's messy!"*)
- During a painting or cooking activity, label the moments when it is messy and tidy. (Remember to be non-judgemental, messy play can be a good thing for children to experience as their sensory systems develop).

Other words/phrases you could pick to focus on: welcome, fit in, sneaky.



Watch the '**Focus on important words**' video