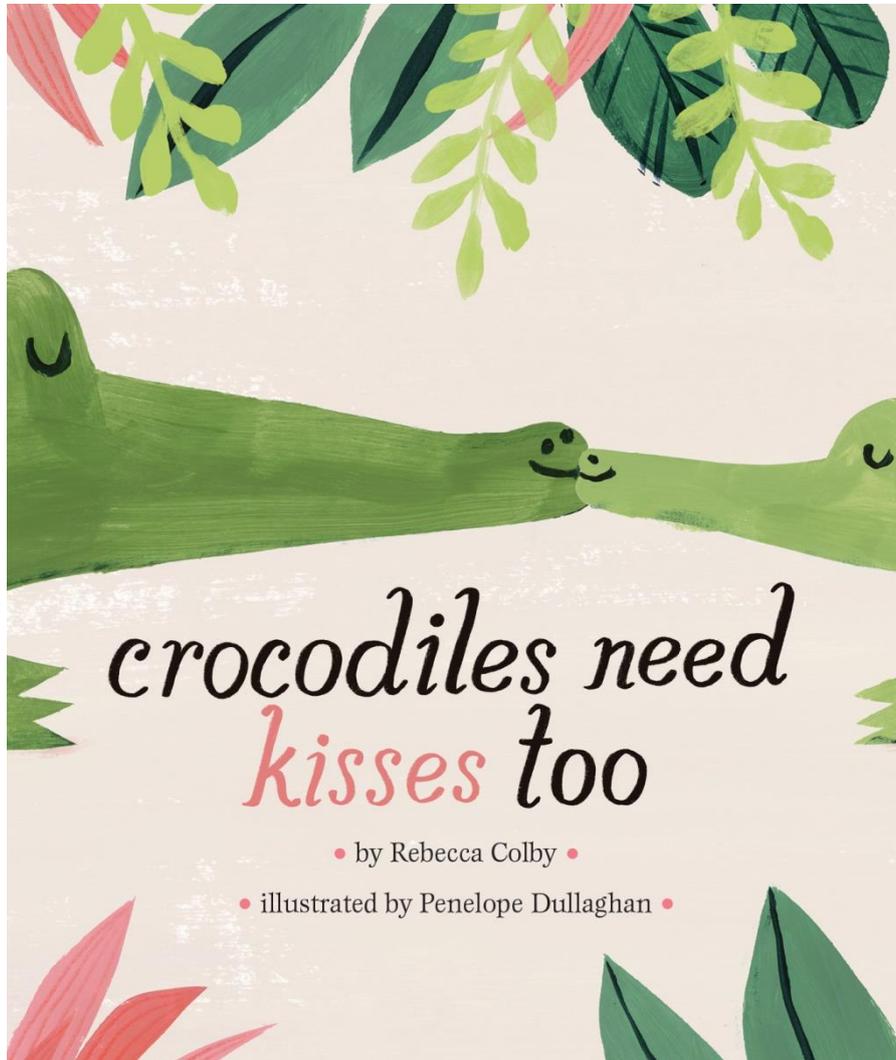


# A Teacher's Guide to



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Teacher's Guide © 2020 Rebecca Colby

This guide is intended for students in Preschool,  
Kindergarten, and First Grade.

## Crocodiles Need Kisses Too

Everyone needs hugs and love in this offbeat, upbeat ode to the not-so-cuddly—and yet still sweet and beloved!

*Despite their lumpy, bumpy hide,  
toothy mouths stretched open wide,  
just like me and just like you,  
crocodiles need kisses too.*

Fun-to-read-aloud, rhyming text describes prickly porcupines, roaring tigers, and slithery snakes—not the most cuddly creatures, but still worthy of hugs and snuggles from their parents! With a luscious and colorful palette, **Crocodiles Need Kisses Too** shows that animals (and children) don't have to be warm and fuzzy to be totally lovable.



### About Rebecca Colby

Rebecca occasionally acts like a grizzly bear, but her family know she's a teddy bear at heart who loves giving and receiving bear hugs. Born in New Hampshire, she now lives in England with her two daughters and four pet snails. Visit her at [www.rebeccacolbybooks.com](http://www.rebeccacolbybooks.com)

### About Penelope Dullaghan

Penelope sometimes feels like a rascally racoon and likes to cuddle with her sweet kit, Veda. Penelope lives with her husband, daughter, two rowdy dogs, and a cloud-colored kitty in Indianapolis, Indiana. She shares some of her favorite artwork at [www.penelopedullaghan.com](http://www.penelopedullaghan.com)



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# English Language Arts (ELA)

## What is Love? (pre-reading activity)

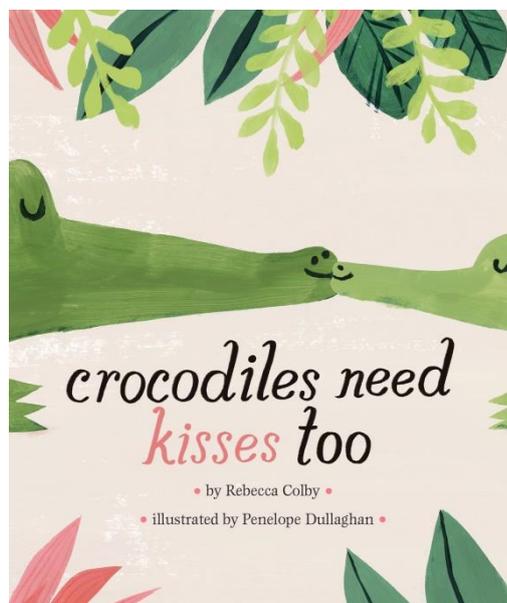
Students will sit in a circle. Ask them to take turns discussing the people and things they love.

- Who and what do you love? Why?
- What is love?
- How do you show your love?
- How do other people show their love?
- What does unconditional love mean?

## Book Walk

Explore the book's cover.

- What is the title of this book?
- Who wrote the book? What is this person called?
- Who drew the pictures? What is this person called?
- Tell me more about the illustrations. Are they photographs? What do you think the illustrator used? Crayons? Colored pencils? Paint?
- Do you know who or what is the main character? Are you sure?
- Why do you think the crocodiles are kissing?
- Who loves crocodiles? And why do they need kisses?



Now read the book and answer the following questions.

- What other animals are named besides crocodiles?
- Do porcupines and tigers need love also?
- If so (or if not), then why?
- Tell me about the ending of the book. Did you expect to see a child in the book? Do you think children need more love than animals? Or adults?

## Animal Love Poem

Explain that some poems are lists of items. They are called list poems. Create a class list poem by asking each student one animal they feel needs more love. Write their answers on the whiteboard. If there are any duplicate answers, then delete them. Alternatively, the list poem might also be created by asking each child one thing they love.

## Animal Alliteration

Explain alliteration to the class using the title of the book: **Crocodiles Need Kisses Too**. Ask the students to come up with their own alliterative words for the sound produced by the letters “C” in “Crocodile.” Start by asking them the names of other animals that begin with this sound, and then descriptive words that also begin with this sound. Also, ask them to come up with any other words that begin with the same sound. As a class, create sentences with these words.

Examples might include:

“Cats are cute and cuddly.”

“Dogs don’t dance”

“Parrots eat peanuts.”



## What Animal Are You?

Ask the students the following questions:

- If you were an animal, what animal would you want to be?
- What does that animal look like?
- How does that animal behave?
- Is there anything scary about that animal?
- Is there anything that others might not like about that animal?

Read the book to the students again. Explain to the students that they will be role playing. Divide the children into small groups. Give them an animal from the book to act out as a group. Ask them to think about both the animal’s appearance as well as how the animals acts when preparing for this exercise. They can decide if they wish to make sounds or not. Give students time to practice their roles, then ask the groups to act out their animal in turn. The other students must guess which animal they are pretending to be and why.

# Mathematics

## Animal Word Problems

1. There were 2 tigers in the jungle. Then 5 more tigers joined them. How many tigers were there in total?
2. A porcupine walked past 6 trees. Then the porcupine walked past 3 more trees. How many trees did the porcupine walk past in total?
3. A gorilla had 9 pieces of fruit. Then he dropped 4 pieces. How many pieces of fruit did the gorilla have left?
4. There were 10 crocodiles in the swamp. Then 8 crocodiles swam away. How many crocodiles remained?



## Comparing Creatures

Choose some soft toys of various animals to show to the students. The toys do not have to be to scale. Then compare two of the toys as a way of introducing the students to measurements. Ask questions like:

- \* Which animal toy is shortest?
- \* Which animal toy is heaviest?
- \* Is the shortest toy also the lightest toy?

Afterwards, discuss the animals in the book. Ask the students which animals are:  
bigger/smaller  
shorter/taller  
heavier/lighter in real life.

## Count the Legs

Prepare pictures of animals to look at with the students. Include pictures of birds and insects also. Ask the students to count the legs. Ask if they know of creatures that have only 2 legs or 6 legs or 8 legs. Then ask if they know of any creatures that don't have any legs. Also ask if they know of any creatures that have an odd number of legs? (For example, starfish have 5 limbs.)

## Science

### Local Animal Habitats

Explain to the students that animals live in different places--like in a pond, in the ground, in trees, etc. Discuss some of the different habitats near where they live and which animals might live there. Ask the children if they can think of any other habitats. Show the children pictures of various animals and birds that live in their community and ask them if they can identify the habitat where these animal lives.

## Geography

### Animals Around the World

Review the children's learning from their Science lesson about local habitats. Discuss habitats that might be found outside their local area, like in the ocean, in the jungle, in the desert, in the mountains, at the South Pole, etc. As with the science lesson, show children pictures of animals and birds. But these animals will be from habitats outside their local area. Ask them to identify the habitat where these animals live.

To extend the students' learning, ask if there are physical features about each animal or bird that makes it suited for living in that particular habitat.



# Physical Education

## Crocodile, May I?

This game is an animal version of “Mother, May I?”

Ask the students to stand side-by-side in a line at one end of the room. Choose a Crocodile, who will stand at the other end of the room with his back to the other students. Explain that students will take it in turns to ask the Crocodile if they may move forward. Students may choose what to ask. Before beginning the game, have a discussion about what kinds of movements might be appropriate for different animals to make.

For example, “Crocodile, may I \_\_\_\_\_?”

- Swim 5 strokes forward like a shark.
- Slither and crawl forward for 4 counts, like a snake.
- Swoop and fly through the air 3 times like a vulture.
- Pounce 2 times like a tiger.

The Crocodile will either agree to the request or not. If the Crocodile does not agree, he must make an alternate suggestion for the student. The first student to reach the Crocodile is the winner.

Another version of the game, is to have all students move forward together as a group, regardless of who made the request. A further alternative is to have the teacher decide how the students will move forward towards the Crocodile.

## Animal Statues

This movement game is similar to musical statues. The teacher will call out the name of an animal and then put some music playing. The students must pretend they are that animal and move like that animal as the music is playing. As soon as the music stops, the children must freeze in the position of that animal. The first child to move after the music stops is out of the game.



## ICT

### Love Lists

Explain to students that they will be making a list on the computer of the things they love. Demonstrate to the students how to create lists with bullet points, and how to add clipart to their lists.

Alternatively, instead of creating a written list, they can create a verbal list using a voice recorder.



## Music

### Old MacDonald had a Zoo

Ask students what animals are found in zoos. Explain that they are going to sing a new version of the song, *Old MacDonald had a Farm*. The new version is called *Old MacDonald had a Zoo* and features animals found at a zoo. Ask students to choose up to 5 animals to put in the song. Call on students individually to suggest animals to include in the song, and then ask them to discuss what noise that animal makes. Write down their new lyrics.

An example follows:

Old MacDonald had a zoo  
Ee-i-ee-i-o  
And in that zoo he had some tigers  
Ee-i-ee-i-o  
With a rawr-rawr here

And a rawr-rawr there  
Here a rawr, there a rawr  
Everywhere a rawr-rawr  
Old MacDonald had a zoo  
Ee-i-ee-i-o

Old MacDonald had a zoo  
Ee-i-ee-i-o  
And in that zoo he had some snakes  
Ee-i-ee-i-o  
With a hiss-hiss here  
And a hiss-hiss there  
Here a hiss, there a hiss  
Everywhere a hiss-hiss  
Old MacDonald had a zoo  
Ee-i-ee-i-o

Old MacDonald had a zoo  
Ee-i-ee-i-o  
And in that zoo he had some monkeys  
Ee-i-ee-i-o  
With an oooh--oooh here  
And an oooh--oooh there  
Here an oooh, there an oooh  
Everywhere an oooh--oooh  
Old MacDonald had a zoo  
Ee-i-ee-i-o

Old MacDonald had a zoo  
Ee-i-ee-i-o  
And in that zoo he had some penguins  
Ee-i-ee-i-o  
With a waddle-waddle here  
And a waddle-waddle there  
Here a waddle, there a waddle  
Everywhere a waddle-waddle  
Old MacDonald had a zoo  
Ee-i-ee-i-o

Old MacDonald had a zoo  
Ee-i-ee-i-o  
And in that zoo he had some seals  
Ee-i-ee-i-o  
With a bark-bark here  
And a bark-bark there  
Here a bark, there a bark  
Everywhere a bark-bark  
Old MacDonald had a zoo  
Ee-i-ee-i-o

# Art, Food, and Design

## Crocodile Handprints

Supplies:

- White paper
- Green paint
- Googly eyes
- Green marker
- Black marker



Instructions:

- Paint one hand green.
- Press the hand firmly into the white paper while trying to keep the pointer and middle fingers slightly separated so that the imprint will leave space for a mouth and teeth to be drawn
- Leave the handprint to dry.
- Once dry, glue on two googly eyes
- Draw in teeth with a green or black marker
- Draw in a nostril with a black marker

## Cardboard Crocodile Cut-out

(shared with kind permission of the illustrator, Penelope Dullaghan  
<http://www.penelopedullaghan.com/cardboard-crocodile>)

**Note:** An adult helper will probably need to cut out the templates.

Supplies:

- Crocodile Template
- Green Paint (or a green marker or crayon)
- Black magic marker
- Scissors



Instructions:

- Print out the template in the Appendices (page 17) on a piece of paper.
- Cut out the paper template and tape it to a piece of cardboard.
- Cut out the cardboard template.
- Cut on the two dotted lines of the template (so legs can be added here later)
- Paint or color the crocodile.
- Draw eyes, nostrils, and a mouth on the crocodile
- Play with your crocodile!

## Snake Snacks

These snakes are healthy snacks for your students. They're also quick and easy to make.

**Note:** Be aware of food allergies and ensure students wash their hands before and after touching food.

Ingredients per student:

- 1 plate
- 1 teaspoon
- 1 medium-sized banana (cut into 1/4 inch slices)
- 5 medium-sized strawberries (cut into 1/4 inch slices)
- 1 medium-sized strawberry (whole and uncut)
- 1/8 cup of thick yoghurt or whipped cream
- 2 chocolate chips

Instructions:

**Note:** An adult helper should cut the fruit in advance of assembling the snakes.

- Take the uncut strawberry and spread a small amount of yoghurt (or whipped cream) on the top end of the strawberry with a teaspoon. This is the snake's head.
- Place the head on a plate.
- Then place one slice of banana into the yoghurt, so the two pieces of fruit stick together.
- Add yoghurt to the other side of the slice of banana.
- Then place one slice of strawberry into the yoghurt.
- Continue alternating slices of bananas and strawberries until the fruit is gone.
- Place two small dots of yoghurt on the snake's head.
- Push the chocolate chips into the center of each dot of yoghurt.
- The snake can then be eaten!



## An Interview with Rebecca Colby

### What was the inspiration for *Crocodiles Need Kisses Too*?

At the time I wrote this book, my eldest child was a baby. She didn't sleep well and woke me up 5 or 6 times a night! I loved her more than anyone or anything, but I found her very hard work—at least, at night time. It was during one of those many sleepless nights, that I wrote this book. The unconditional love I felt for her (despite her not allowing me to get a good night's sleep for over a year after she was born!) inspired this book.

### Why do you like to write in rhyme?

I come from a family of musicians. From a young age, I began writing songs. I wrote them in my head before I could read or write. At the end of first grade, my teacher awarded me a “Most Improved” award. My prize was a poetry book. I didn't own many books at the times, so that book soon became a favorite, I read it over and over during my childhood. I loved the rhythm in poems, and the play on words. They were like the songs I enjoyed writing, but without the music. That love has stayed with me and is why I enjoy writing in rhyme.



### What's the easiest and hardest part of creating a book?

For me, the easiest part is coming up with ideas. The hardest part is writing the book, as so many ideas sound good on the page but just fizzle out when I try to write them. Thank goodness, I find it easy to come up with lots and lots of ideas.

### What advice would you give an aspiring author?

Read, read, read everything you can get your hands on! Then write, write, write! Don't wait until the moods strikes you because it might never happen. Write anyway. I've been sharing this same advice for years, and it never changes. Just put pen to paper—or fingers to a keyboard--and start writing.

### Are there any other animals you feel need unconditional love?

All animals need unconditional love. But the ones I didn't write about that I would include on the list are: sloths, bats, toads, pangolins, pufferfish, and Komodo dragons.

### What does unconditional love mean to you?

It means loving someone no matter what. With unconditional love, you accept everything about a person—both good and bad. You may not always like that person or the things they do, but you always love them. If you want to read another book on unconditional love, then read NO MATTER WHAT by Debi Gliori. It's beautiful, but a real a tear jerker!

# An Interview with Penelope Dullaghan

## When did you decide to become an illustrator?

I became an illustrator after working in advertising for a few years. I was working with illustrators on campaigns when I realized that I'd rather be doing the art than directing the art. So I quit my job and became a full time illustrator. While I collected children's books and was inspired by them, I didn't start working on picture books of my own until years later! "Crocodiles Need Kisses Too" is my second children's book. It was such a joy to work on - drawing all kinds of not-so-cuddly animals and making them lovable (like we all are!).

## What other illustration projects have you worked on?

I work on all kinds of fun illustration projects! I have done work for magazines and newspapers. I have worked on video animations and temporary tattoos. I have illustrated books and store windows. My favorite illustrations, though, are for kids. I love remembering what it felt like to be a kid and working sweet moments of that into my drawings.



## Which media do you prefer to work in and why?

I mostly work with acrylic paint because it dries very quickly. (I'm not a very patient person sometimes!) Then I take my painting, scan it in to the computer and add finishing touches by drawing on my ipad. I also love to experiment and play with all kinds of different mediums. I love to carve into linocut blocks and make block prints. I love to paint with opaque gouache paints and play with mark-making. And I love sketching from life with inky black brush pens. I even love drawing in the sand at the beach!

## What advice would you give an aspiring young illustrator?

Draw, draw, draw! Draw everything you see. Draw your bedroom. Draw your friends. Go outside and draw the trees and clouds. Copy drawings from famous artists to find out how they did it. Then do your own version. When drawing feels like playing, you're onto something good. :)

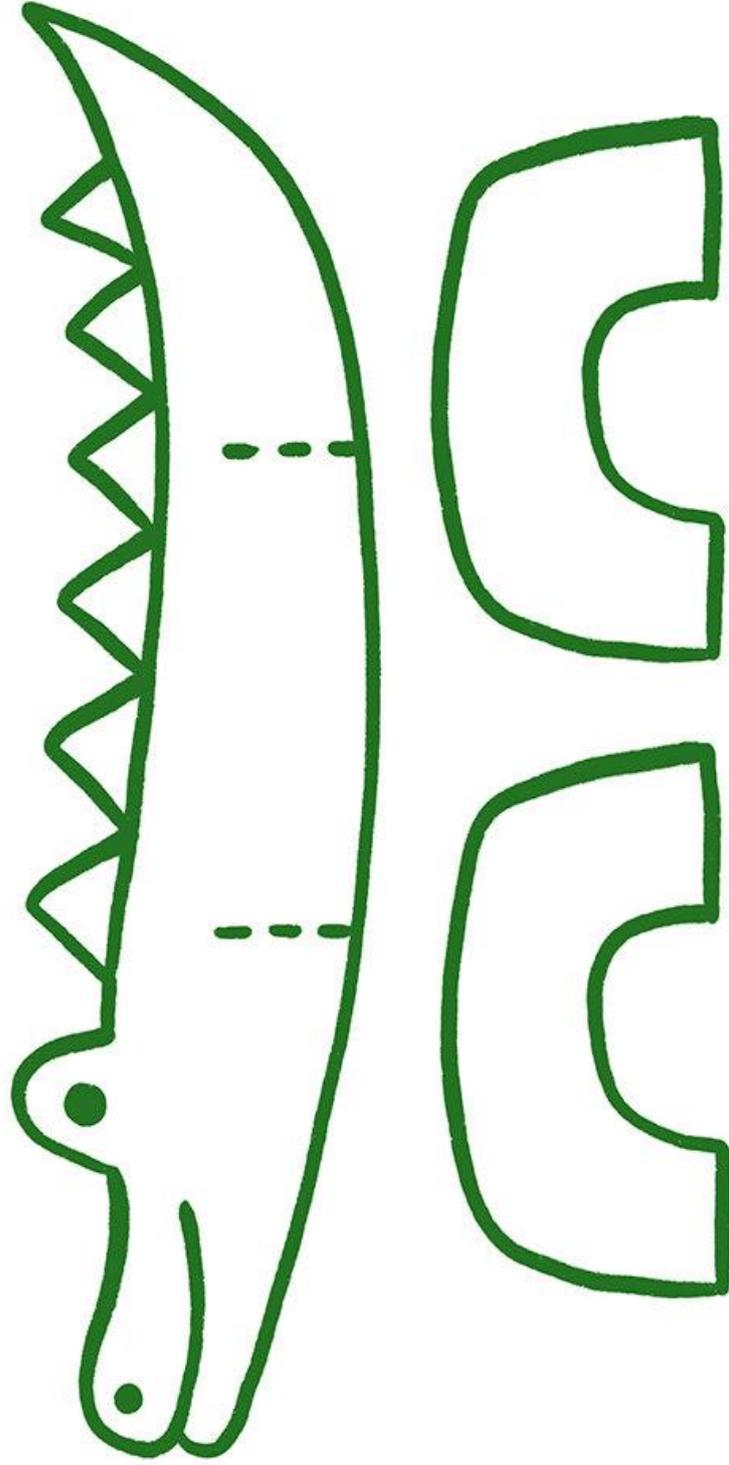
## Do you prefer illustrating animals or people? (and if you have a preference, why?)

I love drawing both! Drawing animals for "Crocodiles Need Kisses Too" was very fun because all the animals were unusual! Drawing a cute vulture was a challenge (have you seen a vulture?! And tarantulas... oh my! Drawing people is really fun too because you can make huge differences in expression based on tiny lines. For instance, if you draw eyebrows in a straight line raised high on the forehead - it makes one expression (can you guess it?). But change those eyebrows by drawing them down close to the eyes and tilt them toward the nose, and you have a totally different emotion! Try it for yourself and see what I mean!

**What does unconditional love mean to you?**

To me, unconditional love means loving, and being loved, exactly as you are. Even if sometimes you feel prickly or grouchy. And other times you feel shy or silly. Every feeling passes and is not who you are. Who you are is a being of love and worthy of love.

# cardboard crocodile



©penelope dullaughan



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dullaghan

Dear \_\_\_\_\_!  
Sending \_\_\_\_\_!

