For use with Giles Andreae’s

GIRAFFES CAN'T DANCE
Summary

It’s time for the annual Jungle Dance and the animals can’t wait to show off their fancy footwork…except for Gerald. Gerald is a very tall giraffe with crooked knees and thin legs, which makes dancing rather difficult. Join Gerald on the dance floor and see what happens next!

Link to What You Know

- Have you ever been laughed at or teased by someone? How did it make you feel? What did you do about it?
- Do you think giraffes can dance?

Important Words to Know and Understand

Entranced – To fill someone with delight and wonder
Miracle – A very amazing or unusual event, thing, or achievement

Why Readers Make Predictions While Reading

When readers make predictions they think about what they already know and what they think will logically happen in a text.

Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story.

Readers often make predictions before they start reading, during the story, and after they have finished reading. Here are some examples of the thinking readers do when making predictions:

Before Reading Predictions: What the book will be about, who the main character might be, what big events will happen

During Reading Predictions: What a character will do next, how a problem might be solved, what important event will happen

After Reading Predictions: Which predictions were correct, which predictions were incorrect, why predictions were incorrect
Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 5 to 6 - Predict what Gerald will do at the dance. Does your prediction make sense? Why or why not?

Pages 11 to 12 - Gerald bravely attempts to dance but the animals immediately start teasing him. Predict what Gerald will do next. Would you do the same thing?

Page 14 - Look at the animals in the picture having fun and dancing. What do you predict the animals will do next? Why do you think that?

Pages 17 to 18 - The cricket gives Gerald some advice about music. Do you think the advice will help Gerald become a better dancer? Why or why not?

Page 28 - The animals say that Gerald is the best dancer they have ever seen and want to learn from him. What will Gerald do next? Tell why your prediction makes sense.

Time to Reflect

Think - What types of predictions did you make while reading Giraffes Can't Dance? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?

Talk - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the reasons why some of the predictions you made while reading Giraffes Can't Dance were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

Write - Glue your Strategy Slip into your reader’s notebook. Write about the work you did while reading Giraffes Can't Dance. (Remember to include examples from the book!)
Pages 5 to 6:
Predict what Gerald will do at the dance.

______________________________________________

______________________________________________

______________________________________________

Does your prediction make sense? Why or why not?

______________________________________________

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Pages 11 to 12:
Gerald bravely attempts to dance but the animals immediately start teasing him. Predict what Gerald will do next.

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______________________________________________

Would you do the same thing?

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______________________________________________
Your Turn to Practice Making Predictions
with Giraffes Can't Dance

Page 14:
Look at the animals in the picture having fun and dancing. What do you predict the animals will do next?

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__________________________________________________________________________

__________________________________________________________________________

Why do you think that?

__________________________________________________________________________

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Pages 17 to 18:
The cricket gives Gerald some advice about music. Do you think the advice will help Gerald become a better dancer?

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__________________________________________________________________________

Why or why not?

__________________________________________________________________________

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__________________________________________________________________________

Name:____________________________________

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Page 28:
The animals say that Gerald is the best dancer they have ever seen and want to learn from him. What will Gerald do next?

________________________________________________________________________
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________________________________________________________________________

Tell why your prediction makes sense.
________________________________________________________________________
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**Answer Key for Making Predictions**  
with Giraffes Can't Dance

**Pages 5 to 6:**
Predict what Gerald will do at the dance.

*Answers will vary. Sample answers include: I think Gerald will watch everyone else dance.*

Does your prediction make sense? Why or why not?

*Answers will vary. Sample answers include: My prediction makes sense because he knows he doesn't dance well.*

**Pages 11 to 12:**
Gerald bravely attempts to dance but the animals immediately start teasing him. Predict what Gerald will do next.

*Answers will vary. Sample answers include: I predict Gerald will get embarrassed and stop dancing.*

Would you do the same thing?

*Answers will vary. Sample answers include: I would probably start crying and run away.*
Page 14:
Look at the animals in the picture having fun and dancing. What do you predict the animals will do next?

**Answers will vary. Sample answers include:** I think the animals will continue to dance and have fun.

Why do you think that?

**Answers will vary. Sample answers include:** They don’t notice that Gerald has left.

Pages 17 to 18:
The cricket gives Gerald some advice about music. Do you think the advice will help Gerald become a better dancer?

**Answers will vary. Sample answers include:** I believe the advice will help Gerald become better at dancing.

Why or why not?

**Answers will vary. Sample answers include:** I think so because he is smiling and looks happy.
The animals say that Gerald is the best dancer they have ever seen and want to learn from him. What will Gerald do next?

Answers will vary. Sample answers include: I predict Gerald will teach the animals to dance.

Tell why your prediction makes sense.

Answers will vary. Sample answers include: My prediction makes sense because dancing makes Gerald happy.
Giraffes Can't Dance: Making Predictions

The Jungle Dance happens every year. Imagine that another year has passed and it’s time for the dance again. Predict what will happen at this year’s Jungle Dance.

☐ I can describe how characters in a story react to important events in a story.

CCSS: RL.2.3
Giraffes Can't Dance: Making Predictions

The Jungle Dance happens every year. Imagine that another year has passed and it's time for the dance again. Predict what will happen at this year's Jungle Dance.
Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader’s notebook.

<table>
<thead>
<tr>
<th>Predictions at the Beginning</th>
<th>Predictions while Reading</th>
<th>Check Predictions at the End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write your predictions below</td>
<td>Write your predictions below</td>
<td>If incorrect write what really happened</td>
</tr>
<tr>
<td>□ Correct □ Incorrect</td>
<td>□ Correct □ Incorrect</td>
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The lesson plans, resources, and activities for use with “Giraffes Can't Dance” correlate with the following English Language Arts Common Core State Standards for second grade.

**Making Predictions Lesson Plan and Resources**

**Reading: Literature**

**RL.2.1** - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.

**RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.3** - Describe how characters in a story respond to major events and challenges.

**RL.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Foundational Skills**

**RF.2.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

**Writing**

**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

**SL.2.1b** - Build on others’ talk in conversations by linking their comments to the remarks of others.

**SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** - Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Language**

**L.2.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, When other kids are happy that makes me happy).
Summary
It’s time for the annual Jungle Dance and the animals can’t wait to show off their fancy footwork...except for Gerald. Gerald is a very tall giraffe with crooked knees and thin legs, which makes dancing rather difficult. Join Gerald on the dancefloor and see what happens next!

Link to What You Know
• What are you good at? What are you not so good at?
• Do you have to be great at something in order to have fun doing it? Why do you think that?

Important Words to Know and Understand
• Elegant - Showing good taste: graceful and attractive
• Bold - Not afraid of danger or difficult situations

Why Readers Determine Importance While Reading
Readers determine importance in order to decide which information is most important to remember.

When you read fiction (stories that are not real), it’s important to pay attention to the names of characters, settings where important events take place, and clues that help you solve problems.

On the other hand, when you read nonfiction (books about real people, places, things, or events), it’s important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.

Because no two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance think about what you already know, the information you’ve learned, and whether or not you need the information to understand what you read.
Determine Importance While Reading

- Look for big ideas and supporting details
- Notice when you learn something new
- Look for new words that are important to the text

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 3 to 4 - Notice how these pages tell what Gerald is good at and what he isn't so good at doing. Are these important details? Why or why not?

Page 13 - Notice how upset Gerald is feeling. He even calls himself a clot. Is this an important detail? Do you think the author needed to add this detail? Why do you think that?

Page 16 - We meet a new character on this page. What is the character? Is the character important? Why or Why not?

Pages 26 to 27 - Notice the change in how the animals are treating Gerald. Is this an important event in the story? Why or why not?

Page 29 - What important lesson does Gerald share on this page? Is the lesson important to the story? Why or why not?

Time to Reflect

Think - What information did you learn while reading Giraffes Can't Dance? Pick 3 big ideas or facts that you think you should remember about Gerald? Why are these ideas or facts important to you?

Talk - Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.

Reflect - Think about the determining importance work you did while reading Giraffes Can't Dance. How does thinking about the most important facts and ideas make you a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading Giraffes Can't Dance. (Remember to include examples from the book!)
Pages 3 to 4:
Notice how these pages tell what Gerald is good at and what he isn’t so good at doing. Are these important details?

______________________________________________
______________________________________________
Why or why not?
______________________________________________
______________________________________________
______________________________________________

Page 13:
Notice how upset Gerald is feeling. He even calls himself a clot. Is this an important detail?

______________________________________________
______________________________________________
______________________________________________
Do you think the author needed to add this detail?
______________________________________________
______________________________________________
______________________________________________
Why or why not?
______________________________________________
______________________________________________
______________________________________________
Your Turn to Practice Determining Importance with Giraffes Can't Dance

Page 16:
We meet a new character on this page. What is the character?

________________________________________________________________________

________________________________________________________________________

Is the character important? Why or why not?

________________________________________________________________________

________________________________________________________________________

Pages 26 to 27:
Notice the change in how the animals are treating Gerald. Is this an important event in the story?

________________________________________________________________________

________________________________________________________________________

Why or why not?

________________________________________________________________________

________________________________________________________________________

Page 29:
What important lesson does Gerald share on this page?

________________________________________________________________________

________________________________________________________________________

Is the lesson important to the story? Why or why not?

________________________________________________________________________

________________________________________________________________________

Name:____________________________________

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Pages 3 to 4:
Notice how these pages tell what Gerald is good at and what he isn’t so good at doing. Are these important details?

Answers will vary. Sample answers include: I think they are important details.

Why or why not?
Answers will vary. Sample answers include: They are important because it helps us know Gerald better and understand his problem.

Page 13:
Notice how upset Gerald is feeling. He even calls himself a clot. Is this an important detail?

Answers will vary. Sample answers include: Yes, I think it’s a great detail.

Do you think the author needed to add this detail?
Answers will vary. Sample answers include: Yes, I am glad the author included this detail.

Why or why not?
Answers will vary. Sample answers include: It helps me understand how Gerald is feeling.
Page 16:
We meet a new character on this page. What is the character?
   
   Answers will vary. Sample answers include: The new character is a cricket.

Is the character important? Why or why not?
   
   Answers will vary. Sample answers include: He is important because he is helping Gerald with his problem.

Pages 26 to 27:
Notice the change in how the animals are treating Gerald. Is this an important event in the story?
   
   Answers will vary. Sample answers include: The change in the animals’ behavior towards Gerald is important.

Why or why not?
   
   Answers will vary. Sample answers include: When they change their behavior, it shows the animals have learned a lesson.

Page 29:
What important lesson does Gerald share on this page?
   
   Answers will vary. Sample answers include: Gerald shares that everyone can be successful if they are doing something they love.

Is the lesson important to the story? Why or why not?
   
   Answers will vary. Sample answers include: This lesson is important because it shows that Gerald didn’t give up on dancing even though it was hard for him.
Giraffes Can't Dance: Determining Importance

Imagine that Gerald is coming to speak at your school assembly about the Jungle Dance. Using what you learned about Gerald from the story, tell what you think he would talk about.

☐ I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story.  CCSS: RL.2.7
Imagine that Gerald is coming to speak at your school assembly about the Jungle Dance. Using what you learned about Gerald from the story, tell what you think he would talk about.
Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1
__________________________________________
__________________________________________

#2
__________________________________________
__________________________________________

#3
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Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader’s notebook.
The lesson plans, resources, and activities for use with “Giraffes Can't Dance” correlate with the following English Language Arts Common Core State Standards for second grade.

**Determining Importance Lesson Plan and Resources**

Reading: Literature

**RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.7** - Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

**RF.2.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

Writing

**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

**SL.2.1b** - Build on others’ talk in conversations by linking their comments to the remarks of others.

**SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** - Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

**L.2.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Asking Questions

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do when you get confused

Summary
It’s time for the annual Jungle Dance and the animals can’t wait to show off their fancy footwork...except for Gerald. Gerald is a very tall giraffe with crooked knees and thin legs, which makes dancing rather difficult. Join Gerald on the dancefloor and see what happens next!

Link to What You Know
• What are you wondering about giraffes?
• Do you like to dance? How does dancing usually make people feel? Have you ever seen an animal dance?

Important Words to Know and Understand
Shoots - The part of a new plant that is just beginning to grow above the ground
Buckle - To bend or collapse from pressure

Why Readers Ask Questions While Reading
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it’s important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

Last, it’s important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.
Time to Reflect

Think - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy Giraffes Can't Dance?

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect - Think about the questioning work you did while reading Giraffes Can't Dance. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading Giraffes Can't Dance. (Remember to include examples from the book!)
Page 4:
On this page, we learn that Gerald doesn’t run well and his knees buckle. What are you wondering?

Why?

Will your question help you understand the story better?

Pages 7 to 10:
These pages show many animals dancing. What are some questions you have about these animals and their different dances?

Pages 11 to 12:
It’s Gerald’s turn to dance but the moment he heads to the floor, all the animals laugh and make fun of him. What are you wondering?

Name:______________________________
Will the answer to your question help you as a reader?

________________________________________________________________________
________________________________________________________________________

Why?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Page 14:
Gerald leaves the dance feeling sad and lonely. What are you wondering about Gerald?
________________________________________________________________________
________________________________________________________________________

Does your question help you understand the story?
________________________________________________________________________
________________________________________________________________________

Why or why not?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Pages 25 to 26:

Gerald is dancing up a storm when all the animals start to gather and watch him. What are you wondering about how Gerald is feeling now?

______________________________________________

______________________________________________

______________________________________________

______________________________________________
Page 4:
On this page, we learn that Gerald doesn’t run well and his knees buckle. What are you wondering?

Answers will vary. Sample answers include: I wonder why he can’t run well.

Why?

Answers will vary. Sample answers include: This question will help me understand why Gerald can’t dance.

Will your question help you understand the story better?

Answers will vary.

Pages 7 to 10:
These pages show many animals dancing. What are some questions you have about these animals and their different dances?

Answers will vary. Sample answers include: I am wondering how/why these animals can dance so well but Gerald can’t.

Pages 11 to 12:
It’s Gerald’s turn to dance but the moment he heads to the floor, all the animals laugh and make fun of him. What are you wondering?

Answers will vary. Sample answers include: Why are all the animals being so mean to Gerald before he even starts dancing?
Will the answer to your question help you as a reader?

*Answers will vary.*


Why?

*Answers will vary. Sample answers include:* My answer will help me understand Gerald’s problem which will help me better know him as a character.

**Page 14:**

Gerald leaves the dance feeling sad and lonely. What are you wondering about Gerald?

*Answers will vary. Sample answers include:* I am wondering what will help Gerald feel better.

Does your question help you understand the story?

*Answers will vary.*


Why or why not?

*Answers will vary. Sample answers include:* My question will help me understand the story because his problem needs to have a solution.
Pages 25 to 26:

Gerald is dancing up a storm when all animals all start to gather and watch him. What are you wondering about how Gerald is feeling now?

Answers will vary. Sample answers include: I am wondering if he is happy and feeling better.
Giraffes Can't Dance: Asking Questions

Imagine you are at the Jungle Dance. Choose your favorite animal. Write five questions you could the animal about the dance.

☐ I can ask and answer who, what, where, when, why, and how questions to show that I understand stories.  

CCSS: RL.2.1
Imagine you are at the Jungle Dance. Choose your favorite animal. Write five questions you could ask the animal about the dance.
Asking Questions
Title: _______________________________________

**Question Sentence Starters**

- I wonder...  
- Why didn’t...  
- How does...
- I am confused...  
- I am curious about...  
- I am not sure why...

**Question Answer**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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**Directions:**

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader’s notebook.
Common Core State Standards Correlation

Giraffes Can't Dance Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with “Giraffes Can't Dance” correlate with the following English Language Arts Common Core State Standards for second grade.

**Asking Questions Lesson Plan and Resources**

**Reading: Literature**

**RL.2.1** - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.

**RL.2.7** - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Foundational Skills**

**RF.2.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

**Writing**

**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

**SL.2.1b** - Build on others’ talk in conversations by linking their comments to the remarks of others.

**SL.2.1c** - Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Language**

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Link to What You Know
• What new skill are trying to learn? Tell what steps you are taking to get better at the skill. What do you do first, second, etc.?
• What is something that you are good at? Name someone else who is good at that too. How are you the same? How are you different?

Important Words to Know and Understand
Sneer - To smile or laugh at someone or something with an expression on your face that shows dislike and a lack of disrespect
Clot - A foolish person, or an animal

Why Readers Notice Text Structure While Reading
Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use the following text structures:
Description - when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does
Sequence - when information is given in chronological order (first, next, then, last / morning, afternoon, night)
Problem and Solution - when a problem is explained and a solution is discovered
Compare and Contrast - when an author writes about the ways two or more people, places, or things are alike and different
Cause and Effect - when the author explains why something happened (cause) and what happened (effect)
Understand Text Structure

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 7 to 9 - The author uses sequence to tell about the different animals that danced at the Jungle Dance. What animals danced first, second, third and fourth?

Pages 12 to 14 - Notice the author uses cause and effect text structure on these pages. What caused Gerald to leave the dance floor?

Pages 17 to 18 - When the cricket helps Gerald, he uses description to explain where music can be found. What is one description that cricket used?

Pages 21 to 22 - Look at Gerald on these pages. Compare and contrast how Gerald’s dancing has changed from the beginning of the book until the end.

Page 29 - Here the author is using a problem and solution text structure. What was the solution to Gerald’s problem in the book?

Time to Reflect

Think - How did the different text structures help you to better understand *Giraffes Can't Dance*? Why do you think authors use more than one text structure when they tell stories?

Talk - Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.

Reflect - Think about the text structures in *Giraffes Can't Dance*. How does paying attention to the way the author organizes text help you to be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Giraffes Can't Dance*. (Remember to include examples from the book!)
Pages 7 to 9:
The author uses sequence to tell about the different animals that danced at the Jungle Dance. What animals danced first, second, third, and fourth?

______________________________________________
______________________________________________
______________________________________________
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Pages 12 to 14:
Notice the author uses cause and effect text structure on these pages. What caused Gerald to leave the dance floor?

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Name:____________________________________
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Look at Gerald on these pages. Compare and contrast how Gerald’s dancing has changed from the beginning of the book until the end.

Page 29:
Here the author is using a problem and solution text structure. What was the solution to Gerald’s problem in the book?
Pages 7 to 9:
The author uses sequence to tell about the different animals that danced at the Jungle Dance. What animals danced first, second, third and fourth?

Answers will vary. Sample answers include: The warthogs danced first and the rhinos were second. The third dancers were the lions and the chimps were fourth.

Pages 12 to 14:
Notice the author uses cause and effect text structure on these pages. What caused Gerald to leave the dance floor?

Answers will vary. Sample answers include: Gerald left the dance floor because the animals were laughing and calling him names.

Pages 17 to 18:
When the cricket helps Gerald, he uses description to explain where music can be found. What is one description that cricket used?

Answers will vary. Sample answers include: Cricket describes the grass moving back and forth as music.
Pages 21 to 22:

Look at Gerald on these pages. Compare and contrast how Gerald’s dancing has changed from the beginning of the book until the end.

Answers will vary. Sample answers include: Gerald was clumsy and could not dance. Now he is able to move gracefully.

Page 29:

Here the author is using a problem and solution text structure. What was the solution to Gerald’s problem in the book?

Answers will vary. Sample answers include: Gerald finds music he loves and is able to dance.
Giraffes Can't Dance: Understanding Text Structure

Gerald learned an important lesson. Use sequencing to tell how Gerald learned his lesson.

☐ I can remember and tell different kinds of stories and share what the author is trying to teach.  

CCSS: RL.2.2
Gerald learned an important lesson. Use sequencing to tell how Gerald learned his lesson.
# Understanding Text Structure

**Title:** _______________________________________

**Directions:**

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader’s notebook.

<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Where the Text Structure was Used</th>
<th>How the Text Structure Helped Me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Page:</td>
<td></td>
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<td></td>
<td>Page:</td>
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<td>Page:</td>
<td></td>
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<tr>
<td></td>
<td>Page:</td>
<td></td>
</tr>
</tbody>
</table>

**Text Structures You Might See While Reading**

<table>
<thead>
<tr>
<th>Description</th>
<th>Sequence</th>
<th>Cause and Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and Contrast</td>
<td>Problem and Solution</td>
<td></td>
</tr>
</tbody>
</table>

---

**Directions:**

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader’s notebook.
The lesson plans, resources, and activities for use with “Giraffes Can't Dance” correlate with the following English Language Arts Common Core State Standards for second grade.

**Understanding Text Structure Lesson Plan and Resources**

Reading: Literature

**RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.4** - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.7** - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

**RF.2.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

Writing

**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

**SL.2.1b** - Build on others' talk in conversations by linking their comments to the remarks of others.

**SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

**L.2.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Synthesizing

1

Get Ready To Read
 ✓ Learn about the book
 ✓ Get your brain ready to read
 ✓ Understand the meaning of important words found in the book

Summary
It’s time for the annual Jungle Dance and the animals can’t wait to show off their fancy footwork...except for Gerald. Gerald is a very tall giraffe with crooked knees and thin legs, which makes dancing rather difficult. Join Gerald on the dancefloor and see what happens next!

Link to What You Know
• Have you ever heard the saying ‘Don’t judge a book by its cover’? Do you know what it means?
• How do you feel about giraffes? If you could get up close and personal with one (pet it, feed it, closely observe it) do you think your feelings would change?

Important Words to Know and Understand
Reel - A lively dance originally from Scotland
Clumsy - Moving or doing things in a very awkward way

2

Learn About Comprehension Strategies
 ✓ Think about the text you read
 ✓ Know what to do when you get confused

Why Readers Synthesize While Reading
Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, their understanding of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (stories that are not real), the author usually tells you a little bit about the characters, the setting, and the problem at the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you’ll notice that your thoughts about a character or a problem will change over time.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author gives you specific information about a topic. You can add the new information to what you already know about a topic to become more of an expert on a specific topic.
Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 1 to 4 - What have you learned about Gerald so far? Do you want to be his friend? Why or why not?

Pages 11 to 12 - What do you know about the animals? What is your opinion of them so far? Why do you feel this way?

Page 20 - How has Gerald changed on this page? What caused Gerald to change?

Pages 25 to 26 - The animals notice Gerald’s dancing. How did the animals’ feelings change from the beginning of the story?

Page 29 - Did your feelings about wanting to be Gerald’s friend change from the beginning to the end of the book? Why or why not?

Time to Reflect
Think - How did your thinking change while you read Giraffes Can't Dance? What information helped you to gain a better understanding of the characters or the problem in the book?

Talk - Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Reflect - Think about the synthesizing work you did while reading Giraffes Can't Dance. How does paying attention to the way you’re thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Write - Glue your Strategy Slip into your reader’s notebook. Write about the work you did while reading Giraffes Can't Dance. (Remember to include examples from the book!)
Pages 1 to 4:
What have you learned about Gerald so far?

Do you want to be his friend? Why or why not?

Pages 11 to 12:
What do you know about the animals?

What is your opinion of them so far?

Why do you feel this way?
Your Turn to Practice Synthesizing
with Giraffes Can't Dance

Page 20:
How has Gerald changed on this page?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

What caused Gerald to change?

____________________________________________________________________

____________________________________________________________________

Pages 25 to 26:
The animals notice Gerald’s dancing. How did the animals’ feelings change from the beginning of the story?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Page 29:
Did your feelings about wanting to be Gerald’s friend change from the beginning to the end of the book?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Why or why not?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Name:____________________________________

©BookPagez.com
Pages 1 to 4:

What have you learned about Gerald so far?

   Answers will vary. Sample answers include: We have learned that
   Gerald is tall, good at munching shoots and standing still, but not good at
   running.

Do you want to be his friend? Why or why not?

   Answers will vary. Sample answers include: I would be his friend
   because he looks friendly.

Pages 11 to 12:

What do you know about the animals?

   Answers will vary.

What is your opinion of them so far?

   Answers will vary. Sample answers include: The animals aren’t nice to
   Gerald.

Why do you feel this way?

   Answers will vary. Sample answers include: They laugh and
   tease him which make me not like them.
Page 20:
How has Gerald changed on this page?
   Answers will vary. Sample answers include: Gerald begins to dance.

What caused Gerald to change?
   Answers will vary. Sample answers include: Gerald changed because Cricket helped him find music that he loves to dance to.

Pages 25 to 26:
The animals notice Gerald’s dancing. How did the animals’ feelings change from the beginning of the story?
   Answers will vary. Sample answers include: At the beginning of the story, the animals are teasing Gerald about his dancing. Now the animals think that Gerald’s dancing is great.

Page 29:
Did your feelings about wanting to be Gerald’s friend change from the beginning to the end of the book?
   Answers will vary. Sample answers include: My feelings did not change.

Why or why not?
   Answers will vary. Sample answers include: I wanted to be his friend as long as he was nice and I know he is a great friend and likes to have fun!
Gerald changed throughout the story. What was Gerald’s problem at the beginning of the story? How was his problem solved at the end?

I can describe how a story is written including the important parts of a beginning and ending.

CCSS: RL.2.5
Giraffes Can't Dance: Synthesizing

Gerald changed throughout the story. What was Gerald’s problem at the beginning of the story? How was his problem solved at the end?
**Synthesizing**

**Title:** ______________________

<table>
<thead>
<tr>
<th>At first I was thinking...</th>
<th>My new thinking is...</th>
<th>I used to think...</th>
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<tr>
<td>Because...</td>
<td>Because...</td>
<td>But now I think...</td>
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<tr>
<td></td>
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<td>Because...</td>
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</table>

<table>
<thead>
<tr>
<th>My new thinking is...</th>
<th>Now I understand...</th>
<th>After thinking about...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because...</td>
<td>Because...</td>
<td>I conclude...</td>
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<tr>
<td></td>
<td></td>
<td>Because...</td>
</tr>
</tbody>
</table>
Common Core State Standards Correlation

Giraffes Can't Dance Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with “Giraffes Can't Dance” correlate with the following English Language Arts Common Core State Standards for second grade.

**Synthesizing Lesson Plan and Resources**

**Reading: Literature**

**RL.2.3** - Describe how characters in a story respond to major events and challenges.

**RL.2.4** - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.5** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RL.2.7** - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Foundational Skills**

**RF.2.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

**Writing**

**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

**SL.2.1b** - Build on others' talk in conversations by linking their comments to the remarks of others.

**SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Language**

**L.2.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Important Words to Know and Understand in “Giraffes Can't Dance”

**Bold**
Not afraid of danger or difficult situations

**Buckle**
To bend or collapse from pressure

**Clot**
A foolish person, or an animal

**Clumsy**
Moving or doing things in a very awkward way

**Elegant**
Showing good taste: graceful and attractive

**Entranced**
To fill someone with delight and wonder

**Miracle**
A very amazing or unusual event, thing, or achievement

**Shoots**
The part of a new plant that is just beginning to grow above the ground

**Sneer**
To smile or laugh at someone or something with an expression on your face that shows dislike and a lack of disrespect

**Reel**
A lively dance originally from Scotland
Vocabulary Connections

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close

<table>
<thead>
<tr>
<th>Bold</th>
<th>Buckle</th>
<th>Clot</th>
</tr>
</thead>
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<td><img src="bold.png" alt="Image" /></td>
<td><img src="buckle.png" alt="Image" /></td>
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</table>

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<tr>
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<th>Elegant</th>
<th>Entranced</th>
</tr>
</thead>
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<td><img src="clumsy.png" alt="Image" /></td>
<td><img src="elegant.png" alt="Image" /></td>
<td><img src="entranced.png" alt="Image" /></td>
</tr>
</tbody>
</table>
## Vocabulary Connections

**Giraffes Can't Dance**  
By: Giles Andreae  
Grade Level: 2 / Guided Reading Level: M

### Step by Step Directions:
1. Cut on the Dotted Line  
2. Fold on the Solid Line  
3. Glue, Tape or Staple the Top of Each Card to Close

<table>
<thead>
<tr>
<th>Miracle</th>
<th>Shoots</th>
<th>Sneer</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Wheelchair</td>
<td>![Plant Root</td>
<td>![Grinning Old Lady</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reel</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Dancing Lady</td>
</tr>
</tbody>
</table>
### Vocabulary Connections

**Giraffes Can't Dance**  
By: Giles Andreae  
Grade Level: 2 / Guided Reading Level: M

<table>
<thead>
<tr>
<th><strong>Bold</strong></th>
<th><strong>Buckle</strong></th>
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<tbody>
<tr>
<td>Not afraid of danger or difficult situations</td>
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<th><strong>Elegant</strong></th>
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<tbody>
<tr>
<td>Moving or doing things in a very awkward way</td>
<td>Showing good taste: graceful and attractive</td>
<td>To fill someone with delight and wonder</td>
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</tbody>
</table>

**Step by Step Directions:**  
1. Cut on the Dotted Line  
2. Fold on the Solid Line  
3. Glue, Tape or Staple the Top of Each Card to Close
## Vocabulary Connections

### Miracle
- A very amazing or unusual event, thing, or achievement

### Shoots
- The part of a new plant that is just beginning to grow above the ground

### Sneer
- To smile or laugh at someone or something with an expression on your face that shows dislike and a lack of disrespect

### Reel
- A lively dance originally from Scotland

----

**Step by Step Directions:**
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
### Vocabulary Connections

**Bold** is a/an  
noun verb  
adverb adjective  

**Definition of Bold:**  

**Buckle** is a/an  
noun verb  
adverb adjective  

**Definition of Buckle:**  

**Clot** is a/an  
noun verb  
adverb adjective  

**Definition of Clot:**  

**Bold** looks like this:  

**Buckle** looks like this:  

**Clot** looks like this:  

**Bold** reminds me of:  

**Buckle** reminds me of:  

**Clot** reminds me of:  

I saw this word in  

Step by Step Directions:  
1. Cut on the Dotted Line  
2. Fold on the Solid Line  
3. Complete the Vocabulary Card  
4. Glue the Back of the Bottom Flap into Your Notebook  
5. Write the Vocabulary Word on the Front of the Top Flap
## Vocabulary Connections

### Giraffes Can't Dance
By: Giles Andreae
Grade Level: 2 / Guided Reading Level: M

<table>
<thead>
<tr>
<th>Clumsy is a/an</th>
<th>Elegant is a/an</th>
<th>Entrance is a/an</th>
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</thead>
<tbody>
<tr>
<td>noun verb adverb adjective</td>
<td>noun verb adverb adjective</td>
<td>noun verb adverb adjective</td>
</tr>
</tbody>
</table>

**Definition of Clumsy:**
- __________
- __________
- __________
- __________
- __________
- __________

**Definition of Elegant:**
- __________
- __________
- __________
- __________
- __________
- __________

**Definition of Entrance:**
- __________
- __________
- __________
- __________
- __________
- __________

### Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook
5. Write the Vocabulary Word on the Front of the Top Flap

**Clumsy looks like this:**

**Elegant looks like this:**

**Entrance looks like this:**

**Clumsy reminds me of:**
- __________
- __________
- __________
- __________
- __________
- __________

**Elegant reminds me of:**
- __________
- __________
- __________
- __________
- __________
- __________

**Entrance reminds me of:**
- __________
- __________
- __________
- __________
- __________
- __________

**I saw this word in:**
- Clumsy
- Elegant
- Entrance
### Vocabulary Connections

**Miracle** is a/an
- noun
- verb
- adverb
- adjective

**Definition of Miracle:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Shoots** is a/an
- noun
- verb
- adverb
- adjective

**Definition of Shoots:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Sneer** is a/an
- noun
- verb
- adverb
- adjective

**Definition of Sneer:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

<table>
<thead>
<tr>
<th>Miracle looks like this:</th>
<th>Shoots look like this:</th>
<th>Sneer looks like this:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Miracle reminds me of:</th>
<th>Shoots remind me of:</th>
<th>Sneer reminds me of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

I saw this word in

I saw this word in

I saw this word in

---

**Step by Step Directions:**

1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook
5. Write the Vocabulary Word on the Front of the Top Flap
Vocabulary Connections

Reel is a/an
noun verb
adverb adjective

Definition of 
Reel:

Reel looks
like this:

Reel reminds me of:

I saw this word in

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook
5. Write the Vocabulary Word on the Front of the Top Flap
Directions: Complete each sentence below using the vocabulary words in the Word Bank.

**Word Bank**

- bold
- clumsy
- reel
- miracle

1. I was so ___________ that I knocked over my glass of milk.

2. The stunt man made a ___________ move when he jumped off from a building.

3. It's a ___________ the he survived his heart surgery.

4. My Scottish Grandmother taught me to dance the ___________.

Directions: Graph the number of vowels in each of the words below.

<table>
<thead>
<tr>
<th>BUCKLE</th>
<th>CLOT</th>
<th>ELEGANT</th>
<th>ENTRANCED</th>
<th>SHOOTS</th>
<th>SNEER</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Name: ______________________________

©BookPagez.com
1. I was so ____c____lumsy____ that I knocked over my glass of milk.

2. The stunt man made a ____________ move when he jumped off from a building.

3. It's a __________________ the he survived his heart surgery.

4. My Scottish Grandmother taught me to dance the ____________.

Directions: Graph the number of vowels in each of the words below.

<table>
<thead>
<tr>
<th>Word</th>
<th>Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUCKLE</td>
<td>1</td>
</tr>
<tr>
<td>CLOT</td>
<td>1</td>
</tr>
<tr>
<td>ELEGANT</td>
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<tr>
<td>ENRANCED</td>
<td>3</td>
</tr>
<tr>
<td>SHOOTS</td>
<td>2</td>
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<tr>
<td>SNEER</td>
<td>1</td>
</tr>
</tbody>
</table>
Vocabulary Connections

Giraffes Can't Dance
By: Giles Andreae
Grade Level: 2 / Guided Reading Level: M

A new word that I learned in this book is: __________________________
It means... It's like...

Step by Step Directions
1. Cut on the Dotted Line.  2. Fold on the Solid Line.  3. Complete the Vocabulary Card.  4. Add Your Vocabulary Card to Your Notebook or Use It As A Bookmark.
Vocabulary Connections

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Cripple

A person or animal that is impaired in some way.

Dictionary Definition
Look up the word in the dictionary. Copy the dictionary definition.

She saw to it that I tried to walk every day. “So’s that mean-lookin’ leg don’t go stiff on you and cripple up,” she’d say.

Original Sentence
Copy the sentence in the book where the word appears.

Book Title:
Pink and Say

Visualize
Draw a picture to illustrate the meaning of the word.

I saw a person in a wheelchair with a crippled leg.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Lame
Dismember
Injure

Synonyms
What words have nearly the same meaning?

Help
Support
Strong

Antonyms
What words have the opposite meaning?

The bird was a cripple because its wing was broken.

Make It Your Own
Use the word in a new sentence that shows what it means.

I saw a person in a wheelchair with a crippled leg.

Help
Support
Strong

Antonyms
What words have the opposite meaning?

The bird was a cripple because its wing was broken.

Make It Your Own
Use the word in a new sentence that shows what it means.

I saw a person in a wheelchair with a crippled leg.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?
Vocabulary Connections

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

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Dictionary Definition
Look up the word in the dictionary. Copy the dictionary definition.

---

Original Sentence
Copy the sentence in the book where the word appears.

Book Title:

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What words have the opposite meaning?

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Use the word in a new sentence that shows what it means.

---

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What words have nearly the same meaning?

---

Visualize
Draw a picture to illustrate the meaning of the word.

---

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?
### Vocabulary Connections

**Directions:**

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

<table>
<thead>
<tr>
<th>Word</th>
<th>What I Think the Word Means</th>
<th>Context Clues</th>
<th>Real Definition</th>
<th>✓</th>
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Common Core State Standards Correlation

Giraffes Can't Dance Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with “Giraffes Can't Dance” correlate with the following English Language Arts Common Core State Standards for second grade.

Vocabulary Lesson Plan and Resources

Language

L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.5a - Identify real-life connections between words and their use (eg, describe foods that are spicy or juicy).
L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg, because).
Instructional Focus:
Contractions

Background:
Contractions are words that are formed when two words are combined to form a new word. In order to form a contraction, some letters from the base words are dropped and replaced with an apostrophe. For example, when the words “I” and “am” combine, they form the contraction “I’m.” In this word the letter “a” in “am” is replaced with an apostrophe.

Examples:

<table>
<thead>
<tr>
<th>not</th>
<th>are</th>
<th>have</th>
<th>had/would</th>
<th>will/shall</th>
<th>is/has</th>
</tr>
</thead>
<tbody>
<tr>
<td>aren’t</td>
<td>they’re</td>
<td>we’ve</td>
<td>we’d</td>
<td>we’ll</td>
<td>what’s</td>
</tr>
<tr>
<td>can’t</td>
<td>we’re</td>
<td>you’ve</td>
<td>she’d</td>
<td>she’ll</td>
<td>she’s</td>
</tr>
<tr>
<td>couldn’t</td>
<td>you’re</td>
<td>I’ve</td>
<td>I’d</td>
<td>I’ll</td>
<td>who’s</td>
</tr>
<tr>
<td>doesn’t</td>
<td>what’re</td>
<td>they’ve</td>
<td>they’d</td>
<td>they’ll</td>
<td>where’s</td>
</tr>
</tbody>
</table>

Materials and Preparation:

- A Copy of Giraffes Can't Dance by Giles Andreae
- A Copy of the Not Family Contractions Anchor Chart
- A Copy of the Is Family Contractions Anchor Chart
- A Copy of the Not Family Contraction Sheet
- A Copy of the Is Family Contraction Sheet
- A Copy of the Game Cards Sheet (1 per student)
- Contractions Practice Page (1 per student)
- Chart Paper
- Colored Markers
- Scissors
- Pencils
- Optional - Word Detective Extension Worksheet (1 per student)
Word Work

Step 1: Introduce the Focus of Word Work

Introduce Contractions

- Tell students you will be talking about contractions today, specifically contractions from the ‘not’ family and ‘is’ family.
- Explain that a contraction is a word that is actually created from two words! The first word will almost always stay the same but the second word is shortened by deleting a letter. We use an apostrophe to replace the letter we deleted. Then we write the two words together and we are left with one new word...A contraction!!
- Tell students that they most likely are using contractions in their everyday language. Contractions help make our language sound smooth and less like a robot. For example, read the following sentences and emphasize how the sentence with no contractions sounds a bit too robotic:
  - I can not play video games because my room is not clean.
  - I can’t play video games because my room isn’t clean.
- Inform students that you will be focusing on two contraction families:
  - The ‘not’ family: where the letter o is replaced by an apostrophe. Example: is + not = isn’t
  - The ‘is’ family: where the letter i is replaced by an apostrophe. Example: he + is = he’s
- Display the Not Family Contraction Sheet that has the construction cones. Explain to the students that the chart is under construction because it needs to get completed.
- Point out the top boxes are the headings- the first word of the contraction, what contraction family it is, and finally the newly created contraction!
- Start with the first example- the first word is did and we are working with the not contraction family. When I add the two words together I have to delete the o in the word not and replace it with an apostrophe. The new contraction I created is didn’t.
- Repeat with the second example.
- Instruct the class that the last three examples need our help. Ask students to help you fill in the blank boxes.
- Repeat the same process with the Is Family Contraction Sheet that has the construction cones.
Step 2: Connect Word Work to Reading

Contractions in the Text

- Tell students that the book they'll be reading today has some contractions.
- Show students page 26 of Giraffes Can’t Dance. Tell the class to listen carefully and look at the words as you read. Instruct them to put their finger on their nose when they hear a contraction.
- Read, They shouted, “It’s a miracle! We must be in a dream. Gerald’s the best dancer that we’ve ever, ever seen!”
- After reading ask students to identify the contraction (it’s).
- Some students may notice the other two contractions on the page (Gerald’s, we’ve). Acknowledge those contractions, noting that they are indeed contractions yet they do not fall into the families that we are focusing on in today’s lesson.
- Tell students you are going to read the book once from beginning to end. Challenge the students to listen carefully for any contractions.
- Read Giraffes Can’t Dance.

List of words in the text that are examples of Contractions:
- Can’t
- You’re
- They’re
- It’s
- I’m
- We’ve
- He’d
- Who’d

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with the Text Message Mania page.
- Read the directions while the students silently follow along.
- Read the example that is provided.
- Direct students to independently work on correcting the messages on the rest of the page.
- As students are working, walk around, observe and provide support as needed.
- After 5 minutes, go over the answers with the students. Take this time to address any wrong answers.
Step 4: Independent Word Work Practice

Practice Page
- Give each student a copy of the Contraction Practice Page.
- Read the directions with the class.
- Go over the example with the class.
- Tell students to complete the rest of the page practice page.
- Monitor students as they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion
- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity
- Ask students to be on the lookout for contractions in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.
Directions: Practice rewriting the following text messages by changing the **bold words** into contractions.

Original Message: I *can not* find you! *Where is* the baseball field?
Corrected Message:

______________________________________________

______________________________________________

______________________________________________

Original Message: *Who is* winning the game? I hope it *is not* the Dodgers.
Corrected Message:

______________________________________________

______________________________________________

______________________________________________

Write your own message below. Have a friend rewrite the message on the back of this paper.
Directions: Practice rewriting the following text messages by changing the **bold words** into contractions.

Original Message: I *can not* find you! *Where is* the baseball field?
Corrected Message:
I can't find you! Where's the baseball field?

Original Message: *Who is* winning the game? I hope it *is not* the Dodgers.
Corrected Message:
Who's winning the game? I hope it isn't the Dodgers.

Write your own message below. Have a friend rewrite the message on the back of this paper.

*Answers will vary.*
The "Not" Family Contractions

<table>
<thead>
<tr>
<th>isn’t</th>
<th>won’t</th>
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</thead>
<tbody>
<tr>
<td>aren’t</td>
<td>hasn’t</td>
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<tr>
<td>don’t</td>
<td>shouldn’t</td>
</tr>
<tr>
<td>couldn’t</td>
<td>weren’t</td>
</tr>
<tr>
<td>wouldn’t</td>
<td>hadn’t</td>
</tr>
<tr>
<td>doesn’t</td>
<td>didn’t</td>
</tr>
</tbody>
</table>
The “Is” Family Contractions

<table>
<thead>
<tr>
<th>he’s</th>
<th>what’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>she’s</td>
<td>there’s</td>
</tr>
<tr>
<td>that’s</td>
<td>here’s</td>
</tr>
<tr>
<td>it’s</td>
<td>where’s</td>
</tr>
</tbody>
</table>
## The “Not” Family Contractions

<table>
<thead>
<tr>
<th>First Word</th>
<th>Contraction family</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>did</td>
<td>+ not</td>
<td>didn’t</td>
</tr>
<tr>
<td>is</td>
<td>+ not</td>
<td>isn’t</td>
</tr>
<tr>
<td>are</td>
<td>+ not</td>
<td></td>
</tr>
<tr>
<td>had</td>
<td>+ not</td>
<td></td>
</tr>
<tr>
<td>does</td>
<td>+ not</td>
<td></td>
</tr>
</tbody>
</table>
The "Is" Family Contractions

<table>
<thead>
<tr>
<th>First Word</th>
<th>Contraction family</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>+ is</td>
<td>= he’s</td>
</tr>
<tr>
<td>she</td>
<td>+ is</td>
<td>= she’s</td>
</tr>
<tr>
<td>that</td>
<td>+ is</td>
<td>=</td>
</tr>
<tr>
<td>here</td>
<td>+ is</td>
<td>=</td>
</tr>
<tr>
<td>he</td>
<td>+ is</td>
<td>= he’s</td>
</tr>
</tbody>
</table>
Provide each student with a copy of the Game Cards sheet. Instruct students to cut each game card out.

Explain to students that you are going to read a paragraph that contains some contractions and some words that could become contractions. Their mission is to hold up the correct game card when they identify a contraction (that’s) or when they identify two words that could become a contraction (that is).

Read the following paragraph once while students silently hold up their game cards.

Read: I did not want to get out of bed this morning. I shouldn’t have stayed up so late reading the book my friend gave me. It’s so good! My mom could not believe that I was reading a book instead of talking on the phone with my best friend. She’s always getting on me about talking on the phone too much!

“Here is your breakfast,” my mom said as she handed me a banana.

“What’s this,” I asked.

My mom replied, “You wouldn’t get out of bed. Now it is too late for you to sit down for breakfast. There’s the bus! Do not miss it. Have a great day!”

I ran to the bus with my jacket half on and found an empty seat. I looked in my bag for the book because I hadn’t finished it yet.

“Where is the book,” I asked out loud. I must have left it in my bed. I sure hope my day doesn’t continue like this, I thought to myself.

After reading, go through the story once more, stopping when you see a game card being held up and briefly verify whether it’s correct. Support any misunderstandings before moving along.
Yes, it's a contraction!

No, it is not a contraction!
### Directions:

**Left Side** - The contraction has been given to you. Write the two words that make the contraction in the boxes.

**Right Side** - The two words have been given to you. Write the contraction for the two words in the last box.

<table>
<thead>
<tr>
<th>Can’t</th>
<th>Can</th>
<th>Not</th>
<th>Had</th>
<th>Not</th>
<th>Hadn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>can’t</td>
<td></td>
<td></td>
<td>had</td>
<td></td>
<td></td>
</tr>
<tr>
<td>here’s</td>
<td></td>
<td></td>
<td>where</td>
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<td>hasn’t</td>
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<td>would</td>
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<td>are</td>
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<td>that’s</td>
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<td>doesn’t</td>
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<td>were</td>
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<tr>
<td>there’s</td>
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<td>should</td>
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</table>

**Name:** ______________________________
**Directions:**

**Left Side** - The contraction has been given to you. Write the two words that make the contraction in the boxes.

**Right Side** - The two words have been given to you. Write the contraction for the two words in the last box.

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<thead>
<tr>
<th>can’t</th>
<th>can</th>
<th>not</th>
<th>had</th>
<th>not</th>
<th>hadn’t</th>
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</thead>
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<tr>
<td>here’s</td>
<td>here</td>
<td>is</td>
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<td>is</td>
<td>where’s</td>
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<td>has</td>
<td>not</td>
<td>would</td>
<td>not</td>
<td>wouldn’t</td>
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<tr>
<td>isn’t</td>
<td>is</td>
<td>not</td>
<td>are</td>
<td>not</td>
<td>aren’t</td>
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<tr>
<td>that’s</td>
<td>that</td>
<td>is</td>
<td>she</td>
<td>is</td>
<td>she’s</td>
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<tr>
<td>who’s</td>
<td>who</td>
<td>is</td>
<td>it</td>
<td>is</td>
<td>it’s</td>
</tr>
<tr>
<td>doesn’t</td>
<td>does</td>
<td>not</td>
<td>were</td>
<td>not</td>
<td>weren’t</td>
</tr>
<tr>
<td>there’s</td>
<td>there</td>
<td>is</td>
<td>should</td>
<td>not</td>
<td>shouldn’t</td>
</tr>
</tbody>
</table>
**Directions:**

Be a word detective!

Be on the lookout for *contractions* while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

<table>
<thead>
<tr>
<th>Word</th>
<th>Book Title</th>
<th>Page</th>
<th>Sentence</th>
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</thead>
<tbody>
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</table>
Common Core State Standards Correlation

Giraffes Can't Dance Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with “Giraffes Can't Dance” correlate with the following English Language Arts Common Core State Standards for second grade.

**Word Work Lesson Plan and Resources**

Reading: Foundational Skills

**RF.2.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.
Now every year in Africa they hold the Jungle Dance, where every single animal turns up to skip and prance.

And this year when the day arrived, Poor Gerald felt so sad, Because when it came to dancing He was really very bad.
The warthogs started waltzing
And the rhinos rock “n” rolled.

* ...
Directions:
Use what you know about *Giraffe’s Can’t Dance* to answer each of the following questions.

1. Where did the story take place?
   - [A] At Gerald’s house
   - [B] In the jungle
   - [C] In the forest
   - [D] At the cricket’s house

2. Which of the following is not a lesson Gerald learned?
   - [A] How to dance.
   - [B] How to be happy.
   - [C] How to sing.
   - [D] How to be yourself.

3. Which event happened first in the story?
   - [A] The cricket helped Gerald.
   - [B] Gerald felt sad at the Jungle Dance.
   - [C] The lions danced a tango.
   - [D] The animals cheered for Gerald.

4. Which of the following words rhyme?
   - [A] slim, thin
   - [B] can, stand
   - [C] dancing, waltzing
   - [D] dance, prance
5. How Does Gerald solve his problem?

A. He finds music that he loves to dance to.
B. He ignores the other animals.
C. He asks the lion for help.
D. He learns to sing so that he can impress the animals.

6. How is the cricket different from the other animals?

A. The cricket likes music.
B. The cricket thinks Gerald is a bad dancer.
C. The cricket believes in Gerald.
D. The cricket can play the violin.

7. How do the illustrations help you know when Gerald feels better about himself?

A. The illustrations show Gerald looking at the moon.
B. The illustrations show Gerald smiling.
C. The illustrations show Gerald listening to music.
D. The illustrations show Gerald munching shoots off trees.

8. How is this story like other stories you’ve read about characters who learn to be happy?

A. Gerald tells the other animals his secret to happiness.
B. Gerald doesn’t tell the other animals how to be happy.
C. Gerald brags about being happy.
D. Gerald writes a book about being happy.

9. What genre is Giraffes Can’t Dance?

A. Realistic Fiction
B. Fantasy
C. Science Fiction
D. Poetry
Directions:
Use what you know about *Giraffe's Can't Dance* to answer each of the following questions.

1. Where did the story take place? (RL.2.1)
   - A. At Gerald’s house
   - B. In the jungle
   - C. In the forest
   - D. At the cricket’s house

2. Which of the following is not a lesson Gerald learned? (RL.2.2)
   - A. How to dance.
   - B. How to be happy.
   - C. How to sing.
   - D. How to be yourself.

3. Which event happened first in the story? (RL.2.3)
   - A. The cricket helped Gerald.
   - B. Gerald felt sad at the Jungle Dance.
   - C. The lions danced a tango.
   - D. The animals cheered for Gerald.

4. Which of the following words rhyme? (RL.2.4)
   - A. slim, thin
   - B. can, stand
   - C. dancing, waltzing
   - D. dance, prance
5. **How Does Gerald solve his problem?**  (RL.2.5)
   - He finds music that he loves to dance to.  
   - He ignores the other animals.  
   - He asks the lion for help.  
   - He learns to sing so that he can impress the animals.

6. **How is the cricket different from the other animals?**  (RL.2.6)
   - The cricket likes music.  
   - The cricket thinks Gerald is a bad dancer.  
   - The cricket believes in Gerald.  
   - The cricket can play the violin.

7. **How do the illustrations help you know when Gerald feels better about himself?**  (RL.2.7)
   - The illustrations show Gerald looking at the moon.  
   - The illustrations show Gerald smiling.  
   - The illustrations show Gerald listening to music.  
   - The illustrations show Gerald munching shoots off trees.

8. **How is this story like other stories you’ve read about characters who learn to be happy?**  (RL.2.9)
   - Gerald tells the other animals his secret to happiness.  
   - Gerald doesn’t tell the other animals how to be happy.  
   - Gerald brags about being happy.  
   - Gerald writes a book about being happy.

9. **What genre is Giraffes Can’t Dance?**  (RL.2.10)
   - Realistic Fiction  
   - Fantasy  
   - Science Fiction  
   - Poetry
Directions:
Pretend that you are the cricket from *Giraffes Can't Dance*. He wrote the directions to a new dance for Gerald but some of the steps are blank. Fill in the blanks with your own ideas to complete the steps to the newly created dance!

__________________________

Name of Your Dance

1. Find your favorite song!
2. Move your _____________________________ from side to side.
3. Shake your_____________________________ and spin around.
4. ___________________________________________ your knees.
5. _______________________________________________ your feet.
6. Yell the words __________________________________________! 
7. Whisper the words ______________________________________.
8. Tap your ___________________ on your ____________________.
9. Jump ___________________, jump ________________________.
10. Shuffle your ____________________________.
11. ____________________________ and wave.
12. Hands on your _____________________.
13. Feel the ____________________________.
14. Feel the ____________________________!

Draw a picture of Gerald doing your dance.
Directions:
Pretend that you are the cricket from *Giraffes Can't Dance*. He wrote the directions to a new dance for Gerald but some of the steps are blank. Fill in the blanks with your own ideas to complete the steps to the newly created dance!

Name of Your Dance

1. Find your favorite song!
2. Move your _______________ from side to side.
3. Shake your _______________ and spin around.
4. _____________________________________________
5. _______________________________________________
6. Yell the words ___________________________: I'm feeling so good
7. Whisper the words ___________________________: I don’t want to stop
8. Tap your _______________ on your _______________.
9. Jump _______________, jump _______________.
10. Shuffle your _______________.
11. ___________________________ and wave.
12. Hands on your _______________.
13. Feel the _______________.
14. Feel the _______________!

Draw a picture of Gerald doing your dance.

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