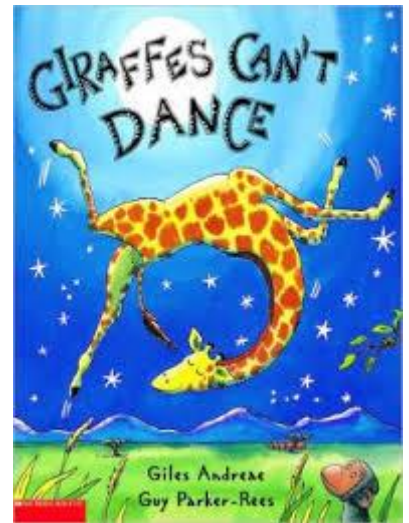


Giraffes Can't Dance

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Gerald the giraffe loves to dance, but he is a bit awkward and clumsy. When the other animals hold the Jungle Dance, he tried to join in and everyone laughs him off the stage. He ends up meeting a cricket who teaches him to listen to his own music and as he dances the other animals start to watch and are amazed by his true talent.



Possible strategies for instruction:

Comprehension:

- **Recognize literary elements (genre, plot, character, setting, problem/resolution, theme):**
 - Before reading, ask students to predict the genre (fantasy fiction) based on the title and picture. After 2-3 pages, ask students to think about the predictions and decide if they were correct or not.
 - At end of story, ask students to answer “Who? Where? Problem? Solution?” questions to get at the literary elements of character, setting, problem/resolution.
- **Determine and analyze author's purpose and support with text:**
 - Ask students what message the author was trying to get across. Try to draw out of students which passages made them think about the message of self-confidence and not worrying about what others think.

Accuracy:

- **Chunk letters and sounds together:**
 - Before reading, locate words you will use to slow down and practice this strategy. As you approach these words, stop and write the word bigger on the board. Show students how you can find chunks in the word that you already know (it can be helpful to show how to cover the other parts first and then also underline) and how that will help you to figure out longer words. A few words that work:
 - Swallowed (11), sideways (19), somersault (19), wonderful (20), boogies (21)

Fluency:

- **Adjust and apply different reading rates to match text :**
 - Explain that authors spend a lot of time choosing words for each book. There are many reasons to choose one word over another, such as meaning, emotion, and syllables. Read the first 3 pages and stop. Have students notice that the book (mostly) rhymes and that the author picked certain words to create a tempo in the book. Have students tap their knees along with the beat as you reread the pages. Ask if they know of other books with a rhythm?

- **Read text as the author would say it, conveying the meaning or feeling:**
 - Stop on page 12 where Gerald has negative self-talk. Direct students to look at the illustration and think about what just happened on the prior page (the other animals were mean). Ask, “How is Gerald feeling? How do you talk when you are sad?” Show how reading the passage quickly or loudly doesn’t match the tone of the story. Reread it slowly, with thoughtful pauses. Ask if that matched the feeling better. Point out that those words look different too, as the author italicized them for emphasis.

Expand Vocabulary:

- **Tune in to interesting words:**
 - After reading, talk about the different emotions that Gerald went through during the story. The author used many words to help convey these emotions, more than just sad and happy. Have students listen in as you reread some passages towards the end of the book and raise their hands when they hear a word that shows Gerald is happy now. Here are a few that work:
 - Beautiful (11), amazing (15), wonderful (20)

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.