

Giraffes Can't Dance

National Curriculum Objectives:

English Year 1: Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Differentiation for Challenge Activity:

Section A Drawing pictures to show understanding of the text

Section B Match rhyming words from the story

Section C Tick words to describe Gerald and his feelings

Section D True and false questions

More [Whole Class Guided Reading](#) resources.

Did you like this resource? Don't forget to review it [here](#).

Giraffes Can't Dance

Teacher Version

Page 1

S: (Q10) What words describe Gerald on the first page? (T2/1b) Tall; long, slim neck; bandy knees; thin legs

Page 2

D: (Q5) What is Gerald good at? (C2) Standing still and munching shoots off trees.

Page 5

E: (Q1) What is Gerald really very bad at? (C2) Dancing

M: (Q14) Why did Gerald feel sad about the dance? (P3/1d) Because he wasn't very good at dancing, and he had to dance in front of all the other animals.

S: (Q11) What other words could describe how Gerald might have been feeling about the dance? (C1/1a) Suitable adjective such as; nervous, anxious, scared, or embarrassed

Page 6 – 9

D: (Q6) What dances did the different animals do at the dance? (C2)

Warthogs – waltzing

Rhinos – rock and rolled

Lions – tangoed

Chimps – cha-cha

Baboons – Scottish reel.

Page 10 – 11

D: (Q7) What did the animals do when it was his turn to dance? (C2) The animals were unkind, they roared and sneered. They said unkind things, like he can't dance and he's weird.

M: (Q15) What does 'swallowed bravely' mean? (C1/1a) It means that because he was nervous, he swallowed to try and make himself feel braver and take the lump out of his throat.

Page 12 – 13

S: (Q12) How did Gerald feel when he went home? (P3/1d) He felt sad, alone and embarrassed.

D: (Q8) What do you think the other animals should have done, instead of being unkind to Gerald? (R2) An answer along the lines of; they should have been kind.

Page 15

E: (Q2) What did the cricket say to Gerald to make him feel better? (C2) Sometimes people need different songs to dance to.

M: (Q16) What does the cricket mean? (P3/1d) He meant that not everyone is good at the same things.

S: (Q13) Can the cricket's advice be used for other situations? (P1) Yes, it can be used for anything, because not everyone is good at the same things.

Page 18 – 23

D: (Q9) How do you think Gerald felt when he started to dance? (P3/1d) Adjectives such as; happy, excited, overjoyed.

Page 24 – 26

E: (Q3) Why were the other animals surprised? (C5/1c) Because at the beginning of the story Gerald wasn't good at dancing, and at the end, he is really good.

Whole book after reading

E: (Q4) Find the words in the story that rhyme with these words: (T2/1b)

trees – knees

dance – prance

sad – bad

rolled – bold

floor – roar

Giraffes Can't Dance Comprehension

Section A

1. What is Gerald really very bad at? (C2)

--

2. What did the cricket say to Gerald to make him feel better? (C2)

--

3. Why were the other animals surprised at the end? (C5/1c)

--

4. Find the words in the story that rhyme with these words: (T2/1b)

trees	
dance	
sad	
rolled	
floor	

Section B

5. What is Gerald good at doing at the start of the story? (C2)

--

6. What dances did the different animals do at the dance? (C2)

Warthogs	
Rhinos	
Lions	
Chimps	
Baboons	

7. What did the animals do when it was Gerald's turn to dance? (C2)

--

8. What do you think the other animals should have done, instead of being unkind to Gerald? (R2)

--

9. How do you think Gerald felt when he started to dance? (P3/1d)

--

Section C

10. What words describe Gerald on the first page? (T2/1b)

11. What other words could describe how Gerald might have been feeling about his dancing? (C1/1a)

12. How did Gerald feel when he went home? (P3/1d)

13. Can the cricket's advice be used for other situations? (P1)

Section D

14. Why did Gerald feel sad about the dance? (P3/1d)

15. What does 'swallowed bravely' mean? (C1/1a)

16. What does the cricket mean by needing a different song? (P3/1d)

Giraffes Can't Dance
Challenge Activity

Section A

In the boxes below, write or draw something that Gerald is good at, and something he isn't good at, at the beginning of the story.

Gerald is good at:	Gerald isn't very good at:

Section B

Match the words that rhyme.

- | | |
|----------|-----------|
| 1. sad | a. sigh |
| 2. sky | b. cried |
| 3. trees | c. bad |
| 4. wide | d. love |
| 5. above | e. breeze |

Giraffes Can't Dance
Challenge Activity

Section C

Which word would best describe Gerald? Tick one.

athletic

clumsy

small

stripy

Which other word could you use to describe how Gerald might feel when he was dancing at the Jungle Dance? Tick two.

worried

happy

excited

scared

Section D

Tick to show if the statement is true or false.

	true	false
The lion helped Gerald learn to dance.		
The animals were kind to Gerald at the beginning.		
The warthogs did a waltz.		
The cricket played a violin.		

Giraffes Can't Dance
Challenge Activity

Section A

In the boxes below, write or draw something that Gerald is good at, and something he isn't good at, at the beginning of the story.

Gerald is good at:	Gerald isn't very good at:
A picture showing Gerald standing still and eating shoots off trees.	A picture showing Gerald dancing.

Section B

Match the words that rhyme.

- | | |
|----------|-----------|
| 1. sad | a. sigh |
| 2. sky | b. cried |
| 3. trees | c. bad |
| 4. wide | d. love |
| 5. above | e. breeze |

1c

2a

3e

4b

5d

Giraffes Can't Dance
Challenge Activity

Section C

Which word would best describe Gerald? Tick one.

athletic

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Which other word could you use to describe how Gerald might feel when he was dancing at the Jungle Dance? Tick two.

worried

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Section D

Tick to show if the statement is true or false.

	true	false
The lion helped Gerald learn to dance.		<input checked="" type="checkbox"/>
The animals were kind to Gerald at the beginning.		<input checked="" type="checkbox"/>
The warthogs did a waltz.	<input checked="" type="checkbox"/>	
The cricket played a violin.	<input checked="" type="checkbox"/>	

Whole Class Guided Reading – Teaching Guide

- Give each pair a copy of the book to read individually or as a whole class.
- The teacher should use the teacher version. It tells you where to pause after each page and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is mastery, etc.). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – (Red)
 - Easy – (Blue)
 - Tricky – (Orange)
 - Expert – (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Beginner
 - Section B – Easy
 - Section C – Tricky
 - Section D – Expert
- The codes at the end of each question refer to the interim statements and the reading objectives from the New National Curriculum for England (a guide to the codes can be found at the end of this document).

Classroom Secrets Codes for New Curriculum Reading Expectations

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices