

# Here's What You'll Get in the Giraffes Can't Dance Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Predictions Lesson Plan

**Making Predictions**  
By: Giles Andrade  
Grade Level: 2 / Guided Reading Level: M

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of 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. John 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 correct

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Guided Reading Level

Activate Prior Knowledge

### Making Predictions Lesson Plan

**Making Predictions**  
By: Giles Andrade  
Grade Level: 2 / Guided Reading Level: M

**3**  
**Make Predictions While Reading**  
✓ Look for clues that tell you what a character might do next  
✓ Look for clues that tell you about big events that might happen

**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?  
**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.

**4**  
**Notice the Work You Did While Reading**  
✓ Talk  
✓ Reflect  
✓ Write

**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 were correct?  
**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.  
**Write** – Think about the reasons why some of the predictions you made were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?  
**Write** – Give 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!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Determining Importance**  
By: Giles Andrade  
Grade Level: 2 / Guided Reading Level: M

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

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

**3**  
**Determine Importance While Reading**  
✓ Look for clues that tell you what a character might do next  
✓ Look for clues that tell you about big events that might happen

**4**  
**Notice the Work You Did While Reading**  
✓ Talk  
✓ Reflect  
✓ Write

**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.  
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**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?  
**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.

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Determining Importance

**Understanding Text Structure**  
By: Giles Andrade  
Grade Level: 2 / Guided Reading Level: M

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

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

**3**  
**Understand Text Structure While Reading**  
✓ Look for clues that tell you what a character might do next  
✓ Look for clues that tell you about big events that might happen

**4**  
**Notice the Work You Did While Reading**  
✓ Talk  
✓ Reflect  
✓ Write

**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?  
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**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?  
**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.

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Understanding Text Structure

**Synthesizing**  
By: Giles Andrade  
Grade Level: 2 / Guided Reading Level: M

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

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

**3**  
**Synthesize While Reading**  
✓ Look for clues that tell you what a character might do next  
✓ Look for clues that tell you about big events that might happen

**4**  
**Notice the Work You Did While Reading**  
✓ Talk  
✓ Reflect  
✓ Write

**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?  
**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.

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Synthesizing

**Asking Questions**  
By: Giles Andrade  
Grade Level: 2 / Guided Reading Level: M

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

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

**3**  
**Ask Questions While Reading**  
✓ Look for clues that tell you what a character might do next  
✓ Look for clues that tell you about big events that might happen

**4**  
**Notice the Work You Did While Reading**  
✓ Talk  
✓ Reflect  
✓ Write

**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?  
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Asking Questions

**Answer Key for Making Predictions with Giraffes Can't Dance**

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

**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. 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?

**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.

**Answer Key for Understanding Text Structure with Giraffes Can't Dance**

**Your Turn to Practice Understanding Text Structure with Giraffes Can't Dance**

**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. 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?

**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.

**Answer Key for Determining Importance with Giraffes Can't Dance**

**Your Turn to Practice Determining Importance with Giraffes Can't Dance**

**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. 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?

**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.

**Answer Key for Synthesizing with Giraffes Can't Dance**

**Your Turn to Practice Synthesizing with Giraffes Can't Dance**

**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. 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?

**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.

**Answer Key for Asking Questions with Giraffes Can't Dance**

**Your Turn to Practice Asking Questions with Giraffes Can't Dance**

**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. 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?

**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.

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Making Predictions**  
Title: \_\_\_\_\_

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
1. I predict...	2. I predict...	3. I predict...
4. I predict...	5. I predict...	6. I predict...
7. I predict...	8. I predict...	9. I predict...

Directions:  
1. Answer each of the questions.  
2. Carefully cut out the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

**Determining Importance**  
Title: \_\_\_\_\_

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 \_\_\_\_\_

Directions:  
1. Answer each of the questions.  
2. Carefully cut out the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

**Asking Questions**  
Title: \_\_\_\_\_

Question Sentence Starter: I wonder... Why don't... How does...  
I'm confused when... I can't figure out...

Question	Answer
Question	Answer
Question	Answer
Question	Answer

Directions:  
1. Answer each of the questions.  
2. Carefully cut out the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

**Understanding Text Structure**  
Title: \_\_\_\_\_

Text Structure	Where the Text Structure was Used	How the Text Structure helped me
Text Structure	Page	Page
Text Structure	Page	Page
Text Structure	Page	Page

Text Structure: You might see White headings: Description, Sequence, Problem and Solution, Cause and Effect

Directions:  
1. Answer each of the questions.  
2. Carefully cut out the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

**Synthesizing**  
Title: \_\_\_\_\_


At first I was thinking...	My new thinking is...	I used to think...
Became...	Became...	But now I think...
Became...	Became...	Became...
My new thinking is...	Now I understand...	After thinking about...
Became...	Became...	I conclude...

Directions:  
1. Answer each of the questions.  
2. Carefully cut out the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing




## Vocabulary Connections Resources

<p><b>Vocabulary Connections</b></p>	<p><b>Giraffes Can't Dance</b>  By: Giles Andreae  Grade Level: 2 / Guided Reading Level: Jk</p>
<p><b>Important Words to Know and Understand in "Giraffes Can't Dance"</b></p>	
<p><b>Bold</b>  Not afraid of danger or difficult situations</p>	
<p><b>Buckle</b>  to bend or collapse from pressure</p>	
<p><b>Clot</b>  A foolish person, or animal</p>	
<p><b>Clumsy</b>  Moving or doing things in a very awkward way</p>	
<p><b>Elegant</b>  Showing good taste; graceful and attractive</p>	
<p><b>Enhanced</b>  To fill someone with delight and wonder</p>	
<p><b>Miracle</b>  A very amazing or unusual event, thing, or achievement</p>	
<p><b>Shoos</b>  The part of a new plant that is just beginning to grow above the ground</p>	
<p><b>Sneer</b>  To smile or laugh at someone or something with an expression on your face that shows dislike and a lack of respect</p>	
<p><b>Reel</b>  A lively dance originally from Scotland</p>	




# Important Words to Know and Understand in Giraffes Can't Dance Word List

## Vocabulary Connections

**Graffiti Can't Dance**  
 By: Giles Andrews  
 Grade Level: 2 / Guided Reading Level: 14

<b>Bold</b>	<b>Buckle</b>	<b>Clot</b>
		

▶

<b>Clumsy</b>	<b>Elegant</b>	<b>Entranced</b>
		

▶ **Directions:** 1. Read the words. 2. Match the words to the pictures. 3. Read, figure out the meaning of the word. 4. Write the word on the line.

Picture Vocabulary Sorting Cards | ©BossPages.com

## Word and Picture Sorting Cards

## Vocabulary Connections

Grade Level: 2 / Guided Reading Level: 18

**Klaffes Can't Dance**  
 By: Giles Andreas  
 © Curious Minds Publishing 2016

**Bold**

Not afraid of danger or difficult situations

**Buckle**

To bend or collapse from pressure

**Clot**

A foolish person, or animal

**Clumsy**

Moving or doing things in a very awkward way

**Elegant**

Showing good taste; graceful and attractive

**Enraptured**

To fill someone with delight and wonder

1. Read the book *Klaffes Can't Dance*.  
 2. Read the two activities.  
 3. Color, label, and use the Flipchart Cards.

## Word and Definition Sorting Cards

[illegible]

# Interactive Vocabulary Notebook Cards

Word Games

with Words from **Giraffes Can't Dance**

Directions:

Complete the 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.

Buckle

CLOT

ELEGANT

ENTRANCED

SHOOTs

SNEER

1

2

3

4

5

Answer Key

**Giraffes Can't Dance**

ow using the vocabulary words in the

Word Bank

reel

miracle

knocked over my glass of milk.

\_\_\_\_\_ move when he jumped

\_\_\_\_\_ the he survived his heart surgery.

me to dance the \_\_\_\_\_.

in each of the words below.

1

2

3

4

5

Name: \_\_\_\_\_

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1

2

3

4

5


Answer Key | ©iStockPages.com

## Word Games and Answer Key

## Vocabulary Connections

### Giraffes Can't Dance


By: Giles Andreae



A new word that I learned in the book is:

It's like...

It means...



**Name:** \_\_\_\_\_

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**2** - 2nd and 3rd grade  
**3** - 3rd and 4th grade  
**4** - 4th and 5th grade  
**5** - 5th and 6th grade  
**6** - 6th and 7th grade  
**7** - 7th and 8th grade  
**8** - 8th and 9th grade  
**9** - 9th and 10th grade  
**10** - 10th and 11th grade  
**11** - 11th and 12th grade  
**12** - 12th grade and above

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## Personalized Vocabulary Bookmark

**Vocabulary Connections**

Name: \_\_\_\_\_

**Directions:**

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

Word	What I Think the Word Means	Context Clues	Real Definition	✓

**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?

[www.ck12.org/words/CrossPage.com](http://www.ck12.org/words/CrossPage.com)

# Word Work Lesson Plan and Activities

Instructional  
Focus Based on  
the Words in  
the Book

**Word Work**

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

**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, one word is dropped and replaced with an "am" combine, they form the contraction. The "am" is replaced with an apostrophe.

**Examples:**

not	are
aren't	they're
can't	we're
couldn't	you're
doesn't	what're

**Materials and Preparation:**

- A Copy of *Giraffes Can't Dance*
- A Copy of the Not from
- A Copy of the Is Family
- A Copy of the Not Family
- A Copy of the Is Family
- A Copy of the Game C
- Contractions Practice P
- Chart Paper
- Colored Markers
- Scissors
- Pencils
- Optional - Word Detective

**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 24** of *Giraffes Can't Dance*. Tell the class to listen carefully and look at the words as you read. Invite 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.

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

List of words in the book that  
match the instructional focus

Interactive Activity

**Text Message Mania**  
Interactive Activity

**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.

Name: \_\_\_\_\_ Guided Word Work Practice | @BookPages.com

Independent  
Practice Page

**Word Work**

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

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the **Contractions 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**.

Word Work Lesson Plan | @BookPages.com

**Contractions!**  
Word Work Practice Page

**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.

can't	can	not
here's		
hasn't		
isn't		
that's		
who's		
doesn't		
there's		

had	not	hadn't
where	is	
would	not	
are	not	
she	is	
it	is	
were	not	
should	not	

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPages.com

Extension Activity

**Word Detective: Contractions**  
Extension Activity

**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.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPages.com



# Assessments

Running Record  
Assessment:  
Use the first 100 words  
from the text to assess  
oral reading fluency

Running Record					
Title: Giraffes Can't Dance		Guided Reading Text Level: M		Word Count: 100	
Name: _____		Date: _____			
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95 %- 100% Accuracy		Instructional 90 %- 94% Accuracy		Hard 50 %- 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
5	Now every year in Africa they hold the Jungle Dance, where every single animal turns up to skip and prance.				
6	And this year when the day arrived Poor Gerald felt so sad. Because when it came to dancing He was really very bad.				
Tested By: _____ ©BookPagez.com					

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)

Giraffes Can't Dance CCSS Assessment	
Name: _____	Score: / 9
<b>Directions:</b> Use what you know about <i>Giraffe's Can't Dance</i> to answer each of the following questions.	
<b>1. Where did the story take place?</b> <input type="radio"/> A At Gerald's house <input type="radio"/> B In the jungle <input type="radio"/> C In the forest <input type="radio"/> D At the cricket's house	
<b>2. Which of the following is not a lesson Gerald learned?</b> <input type="radio"/> A How to dance. <input type="radio"/> B How to be happy. <input type="radio"/> C How to sing. <input type="radio"/> D How to be yourself.	
<b>3. Which event happened first in the story?</b> <input type="radio"/> A The cricket helped Gerald. <input type="radio"/> B Gerald felt sad at the Jungle Dance. <input type="radio"/> C The lions danced a tango. <input type="radio"/> D The animals cheered for Gerald.	
<b>4. Which of the following words rhyme?</b> <input type="radio"/> A slim, thin <input type="radio"/> B can, stand <input type="radio"/> C dancing, waltzing <input type="radio"/> D dance, prance	
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Literature	

Giraffes Can't Dance CCSS Assessment Answer Key	
<b>Directions:</b> Use what you know about <i>Giraffe's Can't Dance</i> to answer each of the following questions.	
<b>1. Where did the story take place? (RL.2.1)</b> <input type="radio"/> A At Gerald's house <input checked="" type="radio"/> B In the jungle <input type="radio"/> C In the forest <input type="radio"/> D At the cricket's house	
<b>2. Which of the following is not a lesson Gerald learned? (RL.2.2)</b> <input type="radio"/> A How to dance. <input checked="" type="radio"/> B How to be happy. <input type="radio"/> C How to sing. <input type="radio"/> D How to be yourself.	
<b>3. Which event happened first in the story? (RL.2.3)</b> <input type="radio"/> A The cricket helped Gerald. <input checked="" type="radio"/> B Gerald felt sad at the Jungle Dance. <input type="radio"/> C The lions danced a tango. <input type="radio"/> D The animals cheered for Gerald.	
<b>4. Which of the following words rhyme? (RL.2.4)</b> <input type="radio"/> A slim, thin <input type="radio"/> B can, stand <input checked="" type="radio"/> C dancing, waltzing <input type="radio"/> D dance, prance	
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Literature   ©BookPagez.com	

Answer Key

# Extension Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**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**

- Find your favorite song!
- Move your \_\_\_\_\_ from side to side.
- Shake your \_\_\_\_\_ and spin around.
- \_\_\_\_\_ your knees.
- \_\_\_\_\_ your feet.
- Yell the words \_\_\_\_\_!
- Whisper the words \_\_\_\_\_.
- Tap your \_\_\_\_\_ on your \_\_\_\_\_.
- Jump \_\_\_\_\_, jump \_\_\_\_\_.
- Shuffle your \_\_\_\_\_.
- \_\_\_\_\_ and wave.
- Hands on your \_\_\_\_\_.
- Feel the \_\_\_\_\_.
- Feel the \_\_\_\_\_.

Draw a picture of Gerald doing your dance.

Extension Activity | @CookPage.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Giraffes Can't Dance Lesson Plans, Resources, and Activities</p> <p>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.</p> <p><b>Reading Foundations Lesson Plan and Resources</b></p> <p><b>Reading Literature</b>  <b>RL.2.1</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.  <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.  <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges.  <b>RL.2.10</b> - 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.</p> <p><b>Reading Foundational Skills</b>  <b>RF.2.2</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - 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.</p> <p><b>Language</b>  <b>L.2.1</b> - 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).</p>	<p>Giraffes Can't Dance Lesson Plans, Resources, and Activities</p> <p>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.</p> <p><b>Reading Foundations Lesson Plan and Resources</b></p> <p><b>Reading Literature</b>  <b>RL.2.1</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.  <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.  <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges.  <b>RL.2.10</b> - 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.</p> <p><b>Reading Foundational Skills</b>  <b>RF.2.2</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Giraffes Can't Dance Lesson Plans, Resources, and Activities</p> <p>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.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b>  <b>L.2.4a</b> - Use the general meaning of a word or phrase.  <b>L.2.4b</b> - Identify multiple meanings and use (e.g., describe tools that are used in a story).  <b>L.2.4c</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using context clues to determine the meaning of a word or phrase.</p>
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## Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
<p>Giraffes Can't Dance Lesson Plans, Resources, and Activities</p> <p>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.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading Foundational Skills</b>  <b>RF.2.2</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p>
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## Word Work Common Core Alignment

# Student Facing Resources in Spanish for Giraffes Can't Dance Super Pack

## 5 Comprehension Strategy Practice Pages

### Making Predictions Practice Page

**Tu turno para practicar: Hacer predicciones**  
con Giraffes Can't Dance (Las jirafas no pueden bailar)

**Páginas 5 a 6:**  
Predecir lo que Gerald hará en el baile.

\_\_\_\_\_

\_\_\_\_\_

¿Tu predicción tiene sentido? ¿Por qué o por qué no?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 11 a 12:**  
Gerald intenta valientemente bailar pero los animales inmediatamente comienzan a molestarlo. Predecir lo que hará Gerald a continuación.

\_\_\_\_\_

\_\_\_\_\_

¿Harías lo mismo?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

©BookPages.com

Page by Page  
Guided  
Questions

Sample answers  
written in Spanish

### Answer Key

**Hacer predicciones**  
con Giraffes Can't Dance (Las jirafas no pueden bailar)

**Páginas 5 a 6:**  
Predecir lo que Gerald hará en el baile.  
*Las respuestas varían. Podrían incluir: Creo que Gerald verá a todos los demás bailar.*

\_\_\_\_\_

\_\_\_\_\_

¿Tu predicción tiene sentido? ¿Por qué o por qué no?  
*Las respuestas varían. Podrían incluir: Mi predicción tiene sentido porque él sabe que no baila bien.*

\_\_\_\_\_

\_\_\_\_\_

**Páginas 11 a 12:**  
Gerald intenta valientemente bailar pero los animales inmediatamente comienzan a molestarlo. Predecir lo que hará Gerald a continuación.  
*Las respuestas varían. Podrían incluir: Yo predigo que Gerald se avergonzará y dejará de bailar.*

\_\_\_\_\_

\_\_\_\_\_

¿Harías lo mismo?  
*Las respuestas varían. Podrían incluir: Probablemente comenzaría a llorar y huiría.*

\_\_\_\_\_

Nombre: \_\_\_\_\_

Answer Key | ©BookPages.com

**Hacer preguntas**  
con Giraffes Can't Dance (Las jirafas no pueden bailar)

**Página 4:**  
En esta página, ¿qué rodillas? ¿Qué? Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

¿Por qué? ¿Por qué? Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

¿Te ayudará? Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

**Páginas 7 a 9:**  
En esta página, nos enteramos de los rinoceroceros. ¿Qué te estás preguntando?

\_\_\_\_\_

\_\_\_\_\_

¿Por qué? ¿Por qué? Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

¿Te ayudará tu pregunta a comprender? Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

**Páginas 11 a 12:**  
Es el turno de Gerald para bailar. ¿Qué preguntas tienes sobre los animales?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

**Tu turno para practicar: Hacer preguntas**  
con Giraffes Can't Dance (Las jirafas no pueden bailar)

**Página 4:**  
En esta página, nos enteramos de los rinoceroceros. ¿Qué te estás preguntando?

\_\_\_\_\_

\_\_\_\_\_

¿Por qué? ¿Por qué? Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

¿Te ayudará tu pregunta a comprender? Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

**Páginas 7 a 10:**  
Estas páginas muestran muchos animales que hacen sobre esta historia.

\_\_\_\_\_

\_\_\_\_\_

¿Te ayudará tu pregunta a comprender? Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

**Páginas 11 a 12:**  
Es el turno de Gerald para bailar. ¿Qué preguntas tienes sobre los animales?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

**Entender la estructura del texto**  
con Giraffes Can't Dance (Las jirafas no pueden bailar)

**Páginas 7 a 9:**  
El autor usa la secuencia para contar sobre los diferentes animales que bailan en el Bole de la Jungla. ¿Qué animales bailaron primero, segundo, tercero y cuarto?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 12 a 14:**  
Tengo en cuenta que el autor utiliza la estructura de texto de causa y efecto en estas páginas. ¿Qué causó que Gerald abandonara la pista de baile?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 17 a 18:**  
Cuando el grillo ayuda a Gerald, usa la descripción para explicar dónde se puede encontrar la música. ¿Cuál es una descripción que usó el grillo?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

**Sintetizar**  
con Giraffes Can't Dance (Las jirafas no pueden bailar)

**Páginas 1 a 4:**  
¿Qué has aprendido sobre Gerald hasta el momento?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 11 a 12:**  
¿Qué sabes sobre los animales?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 17 a 18:**  
¿Por qué te sientes así?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

**Tu turno para practicar: Sintetizar**  
con Giraffes Can't Dance (Las jirafas no pueden bailar)

**Páginas 1 a 4:**  
¿Qué has aprendido sobre Gerald hasta el momento?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 11 a 12:**  
¿Qué sabes sobre los animales?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 17 a 18:**  
¿Por qué te sientes así?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

**Determinar la importancia**  
con Giraffes Can't Dance (Las jirafas no pueden bailar)

**Página 16:**  
Encontramos un nuevo personaje en esta página. ¿Qué tipo de animal es el personaje?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 26 a 27:**  
Observa el cambio en la forma en que los animales tratan a Gerald. ¿Es este un evento importante en la historia?

\_\_\_\_\_

\_\_\_\_\_

**Página 29:**  
¿Qué lección importante comparte Gerald en esta página?

\_\_\_\_\_

\_\_\_\_\_

**Página 30:**  
¿Es la lección importante para la historia? ¿Por qué o por qué no?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

**Tu turno para practicar: Determinar la importancia**  
con Giraffes Can't Dance (Las jirafas no pueden bailar)

**Página 16:**  
Encontramos un nuevo personaje en esta página. ¿Qué tipo de animal es el personaje?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 26 a 27:**  
Observa el cambio en la forma en que los animales tratan a Gerald. ¿Es este un evento importante en la historia?

\_\_\_\_\_

\_\_\_\_\_

**Página 29:**  
¿Qué lección importante comparte Gerald en esta página?

\_\_\_\_\_

\_\_\_\_\_

**Página 30:**  
¿Es la lección importante para la historia? ¿Por qué o por qué no?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

Asking Questions

Understanding Text Structure

Synthesizing

Determining Importance

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement written in Spanish**

→

**Strategy and Text Based Reader's Response Prompt**

→

**Common Core State Standard**

→

**Common Core Free Option**

→

**Reading Response Prompts for Each Comprehension Strategy Lesson Plan**

## 5 Comprehension Strategy Graphic Organizers

**Hacer predicciones**  
(Title: \_\_\_\_\_)

Antes de leer el libro, predice lo que va a pasar.

Predicciones al principio	Predicciones mientras lees	Verifica las predicciones después de leer
¿Qué va a pasar?	¿Qué va a pasar?	¿Correcto? <input type="checkbox"/> Incorrecto? <input type="checkbox"/>
¿Qué va a pasar?	¿Qué va a pasar?	¿Correcto? <input type="checkbox"/> Incorrecto? <input type="checkbox"/>
¿Qué va a pasar?	¿Qué va a pasar?	¿Correcto? <input type="checkbox"/> Incorrecto? <input type="checkbox"/>

**Instrucciones:**  
1. Contesta las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en la cubierta del libro.

Making Predictions

**Determinar la importancia**  
(Title: \_\_\_\_\_)

Pasa en el libro. Escríbe toda la información importante en la burbujita de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. No es obligatorio escribir los puntos más importantes de tu libro.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en la cubierta del libro.

Determining Importance

**Hacer preguntas**  
(Title: \_\_\_\_\_)

Muestrales para encontrar una respuesta.

¿Quién es...? ¿Por qué no...? ¿Cómo...?

Me confunde cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en la cubierta del libro.

Asking Questions

**Entender la estructura del texto**  
(Title: \_\_\_\_\_)

Estructura del texto	Dónde se encuentra la estructura del texto	Cómo se estructura el texto

**Instrucciones:**  
1. Contesta las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en la cubierta del libro.

Understanding Text Structure

**Sintetizar**  
(Title: \_\_\_\_\_)

Al principio en esta parte...	Ahora pienso...	Antes ya pensaba...

**Instrucciones:**  
1. Contesta las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en la cubierta del libro.

Synthesizing



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

Imagina que eres el grillo de **Giraffes Can't Dance** (Las jirafas no pueden bailar). Escribe las instrucciones para un nuevo baile para Gerald, pero algunos de los pasos están en blanco. Completa los espacios en blanco con tus propias ideas para completar los pasos del nuevo baile.

**Nombre de tu baile**

1. ¡Encuentra tu canción favorita!
2. Mueve tu \_\_\_\_\_ de lado a lado.
3. Sacude tu \_\_\_\_\_ y gira alrededor.
4. \_\_\_\_\_ tus rodillas.
5. \_\_\_\_\_ tus pies.
6. ¡Grita las palabras \_\_\_\_\_!
7. Susurra las palabras \_\_\_\_\_.
8. Toca tu \_\_\_\_\_ en tu \_\_\_\_\_.
9. Salta \_\_\_\_\_, salta \_\_\_\_\_.
10. Baraja tu \_\_\_\_\_.
11. \_\_\_\_\_ y saluda
12. Manos en tu \_\_\_\_\_.
13. Siente el \_\_\_\_\_.
14. ¡Siente el \_\_\_\_\_!

Haz un dibujo de  
Gerald haciendo tu  
baile.