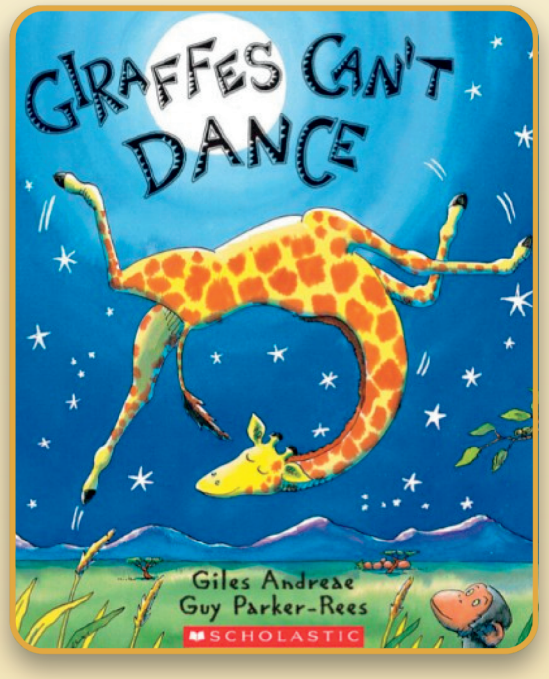
FISCHOFF®
NATIONAL CHAMBER MUSIC ASSOCIATION

Fischoff's S.A.M. I am stories & music

Companion Activities





Companion activities to accompany Fischoff's S.A.M. I Am, Stories & Music performance of Giraffes Can't Dance for your students to enjoy!

Scan the QR code to access the companion activities electronically.

FISCHOFF NATIONAL CHAMBER MUSIC ASSOCIATION | Fischoff's S.A.M. I am stories & music

List of Companion Activities

	Category	Activity & Description
1	Comprehension	**Playlist** - Listen to some of the songs Amo Brass plays as part of their Stories and Music program.
2	Comprehension	**Read Aloud, Think Aloud Questions** - Questions to help guide connections and comprehension before, during, and after a read aloud session.
3	Teacher Planning Guide	**Day at a Glance -** Use the schedule as a flexible guide rather than a strict timeline. Here are a few things to keep in mind as you plan your day – from must dos to recommended activities that will fit your classroom and student needs.
4	Writing	**Morning Work Writing Prompt** - A short morning work writing prompt: What is something YOU are good at?
5	Comprehension	**Character Traits** - Describe Gerald's character traits. See how many words from the text you can find that describe how he is feeling.
6	Comprehension	**Story Map** - Map out what happens to Gerald in the beginning, middle, and end.
7	Comprehension	**Match the Musician to their Instrument** - Match the member of Amo Brass to the instrument they play in *Giraffes Can't Dance*.
8	Comprehension	**Character Changes** - How did Gerald change? How did learning to dance change Gerald?
9	Comprehension	**Text Feature Scavenger Hunt** - Read the nonfiction text *National Geographic Kids: Giraffes* to learn more about this amazing animal. Conduct a mini-lesson on text features and have students participate in a text feature scavenger hunt.
10	Fluency	**Reader's Theater** - A student read aloud script of *Giraffes Can't Dance*. Includes roles for Narrator 1, Narrator 2, Narrator 3, Lion, Rhino, Warthog, Gerald, and Cricket. Includes tips and tricks along with an extension activity to create a character mask.
11	Phonics	**Word Detective** - Use the title of the book, *Giraffes Can't Dance*, and "Jungle Dance" to write as many words as you can.
12	Writing	**Active Listening & Story Making** - Listen to music, write what it makes you think of, and then draw your story!
13	Writing/SEL	**Friendly Letter to Gerald** - Students can apply SEL concepts such as friendship, bullying, confidence, and encouragement by writing a friendly letter and reflecting on character actions from the story.

14	Writing	**What Makes Me Special?** - What is something that makes you special - something that is just right for you?
15	Writing	**Poetry -** Write a 4-line poem using an ABAB rhyme pattern, just like the style used in *Giraffes Can't Dance.*
16	STEAM	**Favorite Dance Graph** - Watch examples of the different dances, then vote for your favorite. After everyone has voted, analyze the data and create a bar graph to show class results.
17	STEAM	**Animal Math: Comparing Numbers** - Now it's your turn to become a scientist and compare the many animals that live there.
18	STEAM	**Giraffe Drawing** - Draw your own cartoon-style giraffe along with Arts for Kids Hub members during their free drawing lesson.
19	STEAM	**STEM Challenge: Recycled Giraffe** - Design and build a freestanding giraffe using primarily recycled materials. Your giraffe should resemble a real giraffe in appearance while demonstrating creativity, engineering, and problem-solving skills.
20	STEAM	**Animal Lifecycle Research Project** - Research and learn more about the animals that live on the African savanna! Through this interdisciplinary study, students will explore animal characteristics, life cycles, and offspring.
21	ELA	**Connected Text Set** - With so many wonderful jungle animals and life lessons explored in the book *Giraffes Can't Dance*, take some time to dig deeper through these recommended connected texts.
22	STEAM	**Get To Know Brass Instruments** – Get to know the wonderful instruments in Amo Brass, then try your hand at identifying the name of each instrument.

Activities created by Kaylee Avery, Emily Cress and Kara Kane.

Giraffes Can't Dance: Read Aloud, Think Aloud

FISCHOFF NATIONAL CHAMBER MUSIC ASSOCIATION

Fischoff's SAM i am stories & music

Questions About the Cover and Predictions Before Read Aloud [show cover]

- What do you notice about the cover?
- How do you think the animals on the cover are feeling?
- What clues does the title give you?
- What do you predict will happen in this story?
- Open to the two title pages. What animals do you see there? What are they doing? How does what they are doing relate to the title of the book?

Comprehension Questions During the Read Aloud

- Describe Gerald. What does he look like? What is he good at? What is he not good at?
- Where do you think this story takes place?
- What event is about to happen?
- What do the animals think about this event? What does Gerald feel about this event? Why do you think he feels this way?
- Describe the animals participating in Jungle Dance and their dances.
- Does Gerald decide to dance?
- What do the other animals think about Gerald's dancing?
- What does it mean when it says that Gerald "froze up"?
- Does Gerald stay at the dance and join in the fun?
- Where does he go? Who does Gerald meet?
- What does Cricket ask Gerald to listen to? What does Gerald hear?
- How does Gerald respond to Cricket playing the violin? How are these movements different than the dance moves the other animals were doing?
- How does Gerald feel when he is moving to the music like this?
- What do the other animals think about Gerald's new dance moves?
- Why is it a "miracle" that he can now dance?
- How did Gerald learn to dance like that?

Inference Questions During the Read Aloud

- Look at the cover of the book. The title is "Giraffes Can't Dance". What do you think the giraffe is doing on the cover of the book? Does this give you a clue as to what might happen in this book?
- Look at the first picture after the title pages. How does Gerald look in this picture? What words describe what Gerald looks like – his neck, legs and knees?
- How do the pictures in the book add to the story?
- What does it mean to have your knees "buckle"?

Inference Questions During the Read Aloud - continued

- When Gerald arrives at the dance does he look excited to be there? What about all the other animals, do they look excited to be there?
- Do the main dancers look like they are good dancers?
- Look at how all the animals are sitting when Gerald tries to dance. Why does Gerald need to be brave?
- How do the other animals react to Gerald when he goes to dance?
- The author says that all "sneered" at Gerald – what does that look like in the picture?
- The author says that Gerald "crept off from the dance floor." Describe what Gerald looked like when he crept off.
- What makes Gerald not feel lonely anymore?
- What do Gerald's dance moves look like? How are these different than the waltz, rock-n-roll, tango, cha-cha and reel?
- How do the pictures show what Gerald is feeling?
- How do you think the other animals are feeling? Are there any words that describe the feeling their faces are showing?

Think Aloud Questions to Make Connections After the Read Aloud

- What is the big problem in this story?
- Describe the animals who are dancing. What type of dance moves are they doing?
- Are there any dances you like to do?
- Do you consider yourself a good dancer?
- Are there any words in the story that describe why Gerald thinks he is a bad dancer?
- Are there any pictures in the story that describe how Gerald is feeling when he tries to dance?
- What illustrations help you know what the other character think of Gerald?
- Have you ever felt like you couldn't do something as well as everyone else?
- What does it mean to be weird?
- Has anyone ever commented on how you did something in a teasing way? How did this make you feel?
- Have you ever heard someone comment on how another classmate did something in a teasing way? Did you notice how that person reacted or felt when they heard this comment? Did you laugh or say anything when you heard this?
- When you are stressed or nervous, does your body ever react in a certain way? Have you ever felt like you "froze up"? What did you do?
- Have you ever felt really alone even in the midst of a crowd of people?
- Do you worry about what people think about you? Has there ever been something you wanted to do, but didn't because you were afraid someone might make fun of you?
- Has there been someone who has encouraged you to do something you didn't think you could do? How did they help you realize you could actually do it? How did you feel once you were able to do it?
- How is Gerald different at the end of the story then at the beginning? How are the other animals different at the end of the story then at the beginning?
- What is the lesson in this story?

Giraffes Can't Dance: Day at a Glance

Our goal is to make this a fun, engaging day of learning inspired by *Giraffes Can't Dance*! Use the schedule as a flexible guide rather than a strict timeline. Here are a few things to keep in mind as you plan your day – from must dos to recommended activities to fit your varied classroom and student needs:

- Keep your regular daily routines! Maintain your usual schedule for lunch, recess, specials, and any required instructional blocks. Adjust the suggested time frames to fit your classroom's schedule.
- Complete the mandatory activities of reading *Giraffes Can't Dance* and answering the Read Aloud, Think Aloud comprehension questions. These are the activities we would like all classrooms to experience together as part of our shared *Giraffes Can't Dance* day.
- Choose from the optional activities. You do not need to complete every activity listed! Choose the options that best fit your available time, materials, and students' needs. When a section offers multiple choices, select the activity that works best for your class.
- Follow your students' interests! If your students are especially excited about an activity, feel free to spend a little extra time exploring it. If something isn't a good fit for your class, choose another option from that section.
- Be flexible and have fun! The time frames are suggestions, not strict limits. Make adjustments as needed, and don't feel pressured to squeeze everything in. The goal is to create meaningful learning experiences while celebrating the story's message of finding your own rhythm.
- Here is our Day at a Glance Slides Presentation for you to adjust. Make a copy – keep the slides you'd like to use, delete the ones you don't.

Most importantly, enjoy the day, embrace the theme, and let your students' creativity shine!

MORNING MEETING: 20-30 minutes

- Click to Watch the *S.A.M. I Am*, Stories & Music Trailer
- Morning Work Writing Prompt (*What is something you're good at?*)
- Would You Rather: Animal Edition

READING: 45-60 minutes

Must Do

- Read the story *Giraffes Can't Dance*
- *Read Aloud, Think Aloud* (Before, During, After Read Aloud Comprehension Questions)

May Do

- Reader's Theater
- Nonfiction Reading with Text Feature Scavenger Hunt

SCIENCE: 25-35 minutes

- Life Cycles Research Project

WRITING: 30-45 minutes

- Word Detective (Choose one option)
- Friendly Letter to Gerald
- *What Makes Me Special* Writing Prompt
- Poetry

MATH: 30-40 minutes

- Favorite Dance Graph
- Animal Math - Comparing Numbers

STEAM: 40-60 minutes

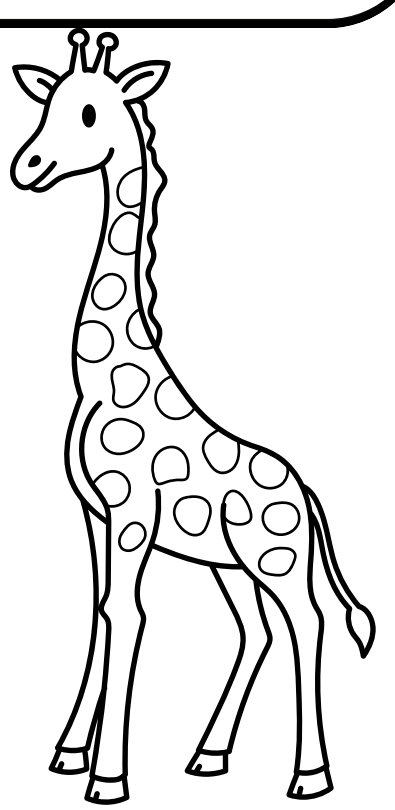
- STEM Challenge: Recycled Giraffe
- Giraffe Directed Draw
- Get to Know the Brass Instruments

FISCHOFF
NATIONAL CHAMBER MUSIC ASSOCIATION

Giraffes Can't Dance: Morning Work Writing Prompt

Fischoff's SAM I am stories & music

Gerald thought he couldn't dance...until he found his rhythm! What is something YOU are good at?



FISCHOFF
NATIONAL CHAMBER MUSIC ASSOCIATION

Giraffes Can't Dance: Character Traits

Fischoff's SAM I am stories & music

Name: _____

Illustrate the main character

Use words from the text to describe him.

Character Description

FISCHOFF
NATIONAL CHAMBER MUSIC ASSOCIATION

Giraffes Can't Dance: Story Map

Fischoff's SAM I am stories & music

Name: _____

Character	Setting
Beginning	Middle
End	Lesson



FISCHOFF NATIONAL CHAMBER MUSIC ASSOCIATION

***Giraffes Can't Dance* :**
Match the Instrument to the Musician

Fischoff's SAM i am stories & music

Name: Date:

Match the Brass instrument to the Musician!

Match the correct brass instrument to the member in Amo Brass

Trumpet



Trumpet



French Horn



Trombone



Tuba





Connor



Vivian



Josh



David



Olivia

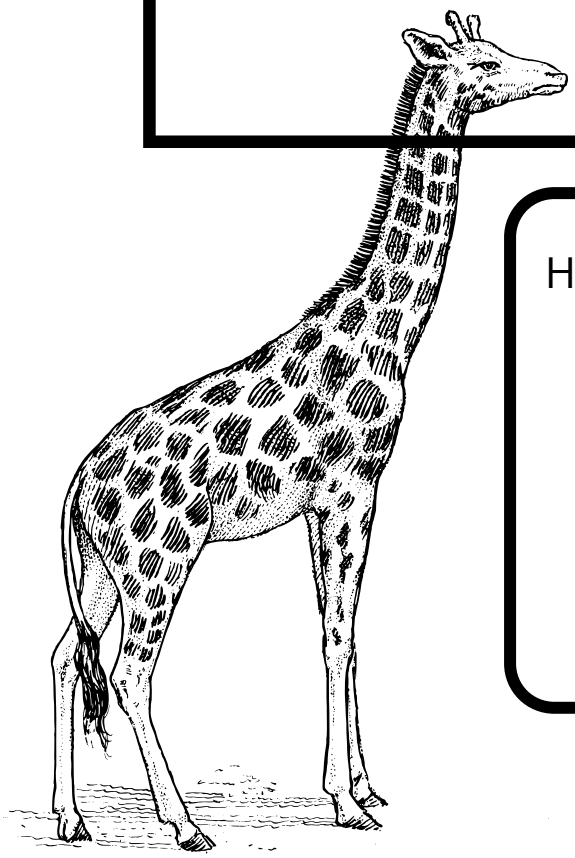
FISCHOFF
NATIONAL CHAMBER MUSIC ASSOCIATION

Giraffes Can't Dance : Character Changes

Fischoff's SAM I am stories & music

How does Gerald Change?

Before	After



How did learning to dance change Gerald?

Giraffes Can't Dance: Text Feature Scavenger Hunt

Read the nonfiction text *National Geographic Kids: Giraffes* to continue learning about this amazing animal that lives in the African savanna. Conduct a mini lesson on text features and have students participate in a text feature scavenger hunt.

- **Photographs:** Show what real giraffes look like.
- **Captions:** Explain or give information about a photograph.
- **Labels:** Identify parts of a picture.
- **Headings:** Tell what a section is mostly about.
- **Bold words:** Highlight important vocabulary.
- **Table of contents or index:** Help readers locate information.



Text Feature Scavenger Hunt

1. A heading is big and bold. It is the title of an article and tells what the section is about. **FInd a headline and write it down.**

   _____ **page : ____**

2. A photograph shows a real image on something. **Find a photograph and describe what it shows.**

   _____ **page : ____**

3. A caption gives more information about something. **Find a caption and tell what extra information it teaches you.**

   _____ **page : ____**

4. Bold words highlight important vocabulary. **Find a bold word you like and write it and its definition.**

   Word: _____ page: _____

   Definition: _____

5. The table of contents helps you find where in the text you can read about something specific. **According to the table of contents, what could you read about on page 20?**

   _____

6. **Tell two facts you learned about giraffes because you read this book.**

   Fact 1: _____

   _____

   Fact 2: _____

   _____

FISCHOFF NATIONAL CHAMBER MUSIC ASSOCIATION

Giraffes Can't Dance: Reader's Theater

Fischoff's SAM i am stories & music

Cast:

Narrator 1

Narrator 2

Narrator 3

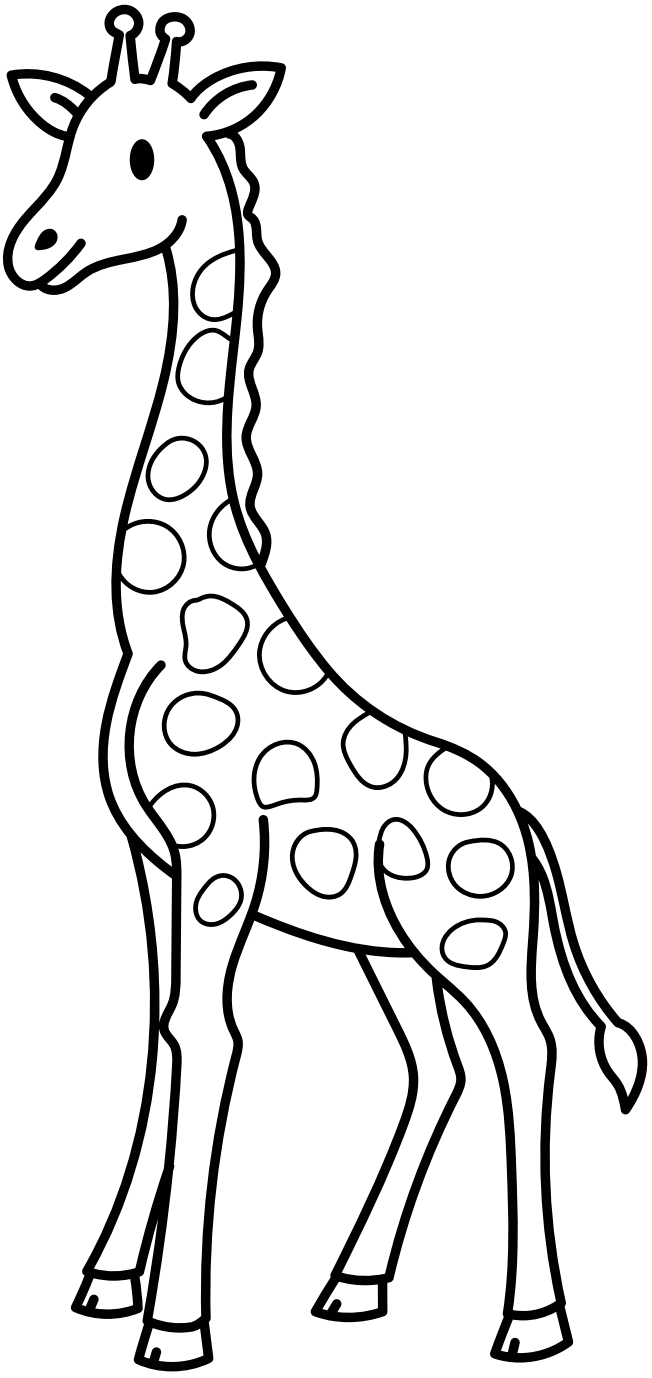
Lion

Rhino

Warthog

Gerald

Cricket



Scenes:

1- All About Gerald

2- The Jungle Dance

3- The Cricket's Advice

4- Gerald Dances

5- The Animals Return

Extension Activity:

If time allows, have students complete a directed drawing of their character. You can have students cut them out to “wear” as they read their lines.

Narrators 1, 2, & 3:
https://www.youtube.com/watch?v=5a7anGhsRQM

Gerald (Giraffe):
https://www.youtube.com/watch?v=2nr587hSR7o

Lion:
https://www.youtube.com/watch?v=dWGsch52q70

Rhino:
https://www.youtube.com/watch?v=O1PHZqEPjoY

Warthog:
https://www.youtube.com/watch?v=GfA02AXA2AI

Cricket:
https://www.youtube.com/watch?v=dM0scmK9-fQ

Tips & Tricks

Assign Roles

While student choice is valuable, consider assigning roles based on each student's strengths and reading abilities. Thoughtful role assignments help ensure every student feels confident and experiences success.

Model Fluent Reading

Model what fluent reading with expression and appropriate prosody sounds like. Read sections of the script aloud, emphasizing pacing, volume, and emotion. Then provide students with multiple opportunities to practice their lines so they build confidence and perform with fluency.

Promote Independence

Encourage students to stand while reading to simulate the performance. Have them highlight or color-code their lines so they can easily follow the script and recognize when it is their turn to read.

Scene 1: All About Gerald

Narrator 1, Narrator 2, Narrator 3

Narrator 1:

Gerald was a tall giraffe
whose neck was long and slim
but his knees were awfully crooked
and his legs were rather thin.

Narrator 2:

He was very good at standing still
and munching shoots off trees,
but when he tried to run around
he buckled at the knees

Narrator 3:

Now every year in Africa
they hold the Jungle Dance,
where every single animal
turns up to skip and prance.

Narrator 1:

And this year when the day arrived
poor Gerald felt so sad,
because when it came to dancing
he was really very bad.

Scene 2: The Jungle Dance

Narrator 1, Narrator 2, Narrator 3, Lion, Rhino, Warthog, Gerald

Narrator 2:

The warthogs started waltzing,
and the rhinos rock' n' rolled.
The lions danced a tango
that was elegant and bold

Narrator 3:

The chimps all did a cha-cha
with a very Latin feel,
and eight baboons then teamed up
for a splendid Scottish reel.

Narrator 1:
Gerald swallowed bravely
as he walked toward the floor,
but the lions saw him coming,
and they soon began to roar.

Lion:
Hey, look at clumsy Gerald!

Narrator 1:
The animals all sneered.

Rhino:
Giraffes can't dance, you silly fool!

Warthog:
Oh, Gerald, you're so weird.

Narrator 2:
Gerald simply froze up.
He was rooted to the spot.

Gerald:
They're right. I'm useless.
Oh, I feel like such a clot.

Narrator 3:
So he crept off from the dance floor,
and he started walking home.
He'd never felt so sad before–
so sad and so alone.

Scene 3: The Cricket's Advice

Narrator 1, Gerald, Cricket

Narrator 1:
Then he found a little clearing,
and he looked up at the sky.

Gerald:
The moon can be so beautiful.

Narrator 1:
He whispered with a sigh.

Cricket:
Excuse me!

Narrator 1:
Coughed a cricket
who'd seen Gerald earlier on.

Cricket:

But sometimes when you're different
you just need a different song.

Listen to the swaying grass
and listen to the trees.
To me the sweetest music
Is those branches in the breeze.

So imagine that the lovely moon
Is playing just for you –
Everything makes music
If you really want it to.

Narrator 1:

With that, the cricket smiled
And picked up his violin.
Then Gerald felt his body
Do the most amazing thing.

Scene 4: Gerald Dances

Narrator 1, Narrator 2, Narrator 3, Gerald

Narrator 3:

His hooves had started shuffling,
making circles on the ground.
His neck was gently swaying,
and his tail was swishing around

Narrator 1:

He threw his legs out sideways,
and he swung them everywhere.
Then he did a backward somersault
and leapt up in the air.

Narrator 2:

Gerald felt so wonderful!
His mouth was open wide.

Gerald:

I'm dancing! Yes, I'm dancing!
I AM DANCING!

Narrator 2:

Gerald cried.

Scene 5: The Animals Return

Narrator 1, Narrator 2, Narrator 3, Gerald, Lion, Rhino, Warthog

Narrator 3:

Then, one by one, each animal
who'd been there at the dance
arrived while Gerald boogied on
and watched him, quite entranced.

Lion

It's a miracle!

Rhino:

We must be in a dream!

Warthog:

Gerald's the best dancer
That we've ever, ever seen!

Lion:

How did you learn to dance like that?
Please, Gerald, tell us how.

Narrator 1:

But Gerald simply twirled around
and finished with a bow.

Narrator 2:

Then he raised his head and looked up
at the moon and stars above.

Gerald:

We all can dance
when we find music that we love.

FISCHOFF
NATIONAL CHAMBER MUSIC ASSOCIATION

Giraffes Can't Dance: Word Detective

Fischoff's SAM i am stories & music

Directions: Using the letters in the title of the book: *Giraffes Can't Dance,* how many words can you make?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____

FISCHOFF
NATIONAL CHAMBER MUSIC ASSOCIATION

Giraffes Can't Dance: Word Detective

Fischoff's SAM i am stories & music

Directions: Using the letters in the phrase "Jungle Dance", how many words can you make?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____

FISCHOFF
NATIONAL CHAMBER MUSIC ASSOCIATION

Giraffes Can't Dance: Active Listening & Story Making

Fischoff's SAM I am stories & music

Directions: Listen to the beginning of this song. Amo Brass plays it as Cricket is telling Gerald that he should imagine the moon is playing just to him. Write down what you hear, what you think, and then draw what you imagine. Click the Spotify or Apple Music icon to listen.

>>> Spotify MUSIC

Music: The Moon Represents My Heart, Weng Ching-his, arr. Canadian Brass

HEAR	THINK	DRAW
What do you hear?	What are you thinking?	Draw what you imagine.

Giraffes Can't Dance: Friendly Letter to Gerald

Directions: After reading *Giraffes Can't Dance* there are many opportunities to discuss SEL concepts such as friendship, bullying, confidence, and encouragement. Students can apply these concepts by writing a friendly letter and reflecting on character actions from the story. Here are several ideas:

- Gerald feels sad because the other animals laugh at him. Write a letter to Gerald to cheer him up. What advice would you give him? What kind words would help him believe in himself?

- Imagine you are Gerald after the dance. Write a letter to another animal who feels like they aren't good enough. Explain what you learned about believing in yourself.

- Write a letter to the other animals. Explain why teasing hurts people and how they could have been better friends to Gerald.

- Write a thank you letter from Gerald to the cricket. Tell the cricket how their encouragement changed everything and why kind words matter.

Ideas for scaffolding:

- Complete this as a shared writing as a class. Work through the parts of a friendly letter, and think out loud as you share the pen with students to write a friendly letter.
- Create an anchor chart of what a good friendly letter includes and have students use it as a template for their own writing.
- Build a word bank together as a class of different words for feelings, encouraging words, and kind phrases that they might want to include in their own writing.
- Provide sentence starters for students such as
    - I know...
    - I noticed...
    - I am sorry...
    - I think...
    - Remember...
    - Sometimes...
- Provide a graphic organizer

What Makes Me Special?

In the book *Giraffes Can't Dance*, Gerald is described as clumsy, tall, and slender. Because of this, he believes he cannot dance like the other animals. Then a wise cricket gives him some advice. Gerald becomes more confident and discovers that he can dance when he finds the music that is just right for him.

Writing Prompt:

What is something that makes you special- something that is just right for you? Think about something you really love. It could be an activity you enjoy, a favorite food, a talent you have, or something about the way you look that makes you unique.

Explain what makes you special. Tell why it is important to you and how it makes you feel. Include at least 3-5 complete sentences and use details to support your ideas.



FISCHOFF NATIONAL CHAMBER MUSIC ASSOCIATION

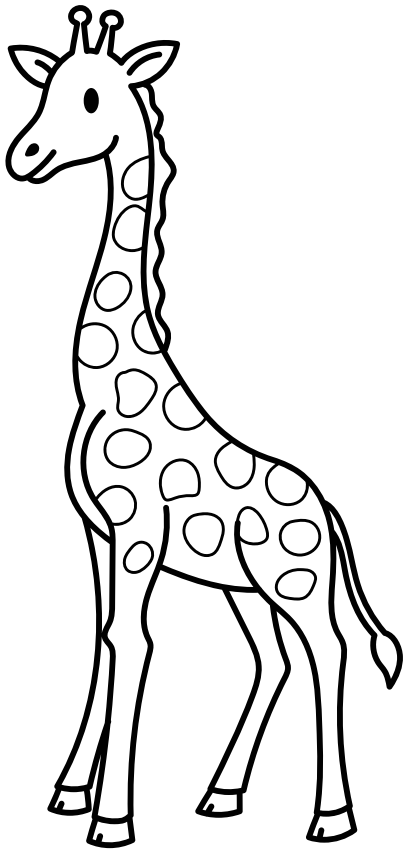
Giraffes Can't Dance: Poetry

Fischoff's SAM I am stories & music

Write a 4-line poem using an ABAB rhyme pattern, just like the style used in *Giraffes Can't Dance*.

Choose one of these topics:

- What makes you special?
- The animal you researched for Life Cycle Science.
- A lesson you learned from the story



Remember: In an ABAB rhyme pattern, lines 1 and 3 rhyme, and lines 2 and 4 rhyme.

Example 1: What Makes You Special

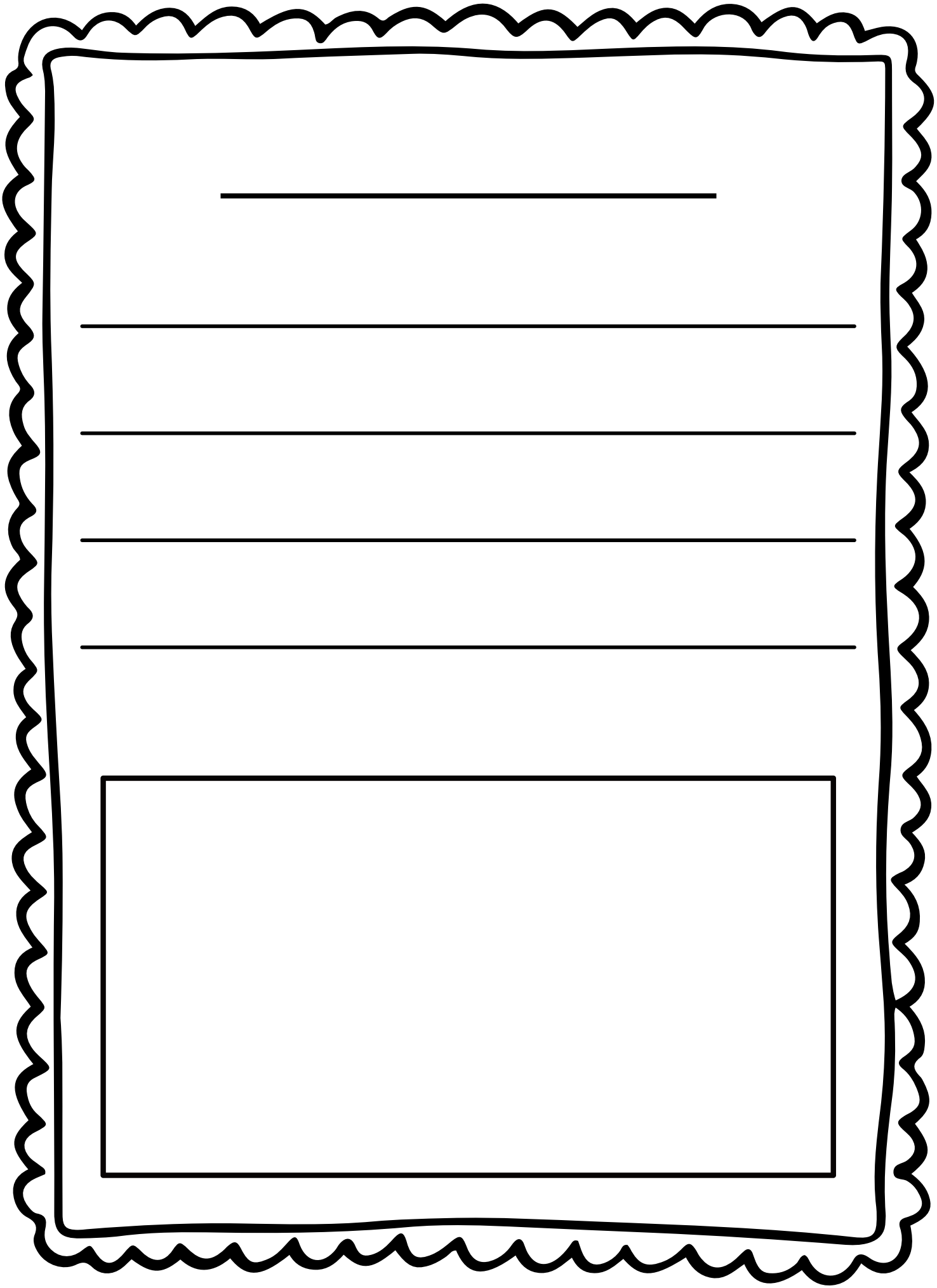
I always try with all my might. (A)
I share my smile with everyone. (B)
I keep on going, shining bright. (A)
I make each day more full of fun. (B)

Example 2: My Researched Animal (Rhino)

The rhino stomps with steady feet. (A)
It grazes calmly all day long. (B)
Its strength and courage can't be beat. (A)
It marches with a quiet song. (B)

Example 3: Lesson from *Giraffes Can't Dance*

Be proud of who you are each day. (A)
Don't let your worries make you hide. (B)
You'll find your own amazing way. (A)
With courage shining deep inside. (B)



Favorite Jungle Dance Graphing

In *Giraffes Can't Dance*, the animals each performed a different dance at the Jungle Dance. Watch examples of the different dances, then vote for your favorite. After everyone has voted, we will analyze the data and create a bar graph to show our results.

Click this link to watch dance examples

Collect Data

Waltz	
Rock 'n Roll	
Tango	
Cha-Cha	
Scottish Reel	

Represent Data

Waltz	Rock ‘n Roll	Tango	Cha-Cha	Scottish Reel

Analyze Data

1. Which dance received the most votes?

2. Which dance received the fewest votes?

3. How many people voted for the Waltz and Tango?

4. How many people voted for Rock n' Roll and Cha-Cha?

5. Did any dances have the same number of votes? If so, which ones?

6. How many votes were cast altogether?

7. Which dance was the second most popular?

8. How many more votes would the Scottish Reel need to tie with the dance that received the most votes?

Giraffes Can't Dance: Animal Math: Comparing Numbers

Can you compare the animals in *Giraffes Can't Dance*?

In the book you were able to see many of the AMAZING animals that call the African Savanna home. Now it's your turn to become a scientist and compare the many animals that live there.

Task:

Using the animal trading cards compare the height, length, and weight of different animals. Use your math skills to determine the tallest, shortest, longest, and heaviest animals!

Directions:

1. **Explore the animal trading cards!** Read all about the animals to learn about their height, length and weight.
2. **Compare the numbers!** Look closely at all the numbers. Determine which animals are the biggest and smallest for each category.
3. **Show what you know!** Answer the comparision questions using numbers, words, or symbols!
4. **Explain your thinking!** Be ready to explain how you know which animal is taller, longer or heavier!

Want more math fun?

- *Order the animals*! Select three animals and place them in order based on one of the categories. Example: Lightest to heaviest, tallest to shortest, longest to shortest.
- *Find the difference*! Solve subtraction problems to find the difference in weight, height or length.

Animal Math: Comparing Numbers

1. Which animal is the tallest? _____
2. Which animal is the shortest? _____
3. Which animlal weighs the most? _____
4. Which animal weighs the least?_____
5. Compare the height of the elephant and zebra. Which animal is taller?_____
6. Compare the weight of a lion and a warthog. Which animal weighs less? _____
7. Find two animals that are the same height. _____
8. Select 2 animals to compare. You may compare their height, weight, or length. Complete the table.

Animal #1	Comparison	Animal #2

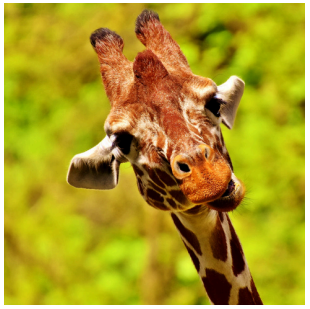


Rhino

Height: 6 feet

Length: 13 feet

Weight: 3,700 pounds



Giraffe

Height: 19 feet

Length: 13 feet

Weight: 2,800 pounds



Lion

Height: 4 feet

Length: 10 feet

Weight: 265 pounds



Zebra

Height: 5 feet

Length: 7 feet

Weight: 950 pounds



Warthog

Height: 2 feet

Length: 4 feet

Weight: 132 pounds



Chimpanze

Height: 5 feet

Length: 3 feet

Weight: 100 pounds

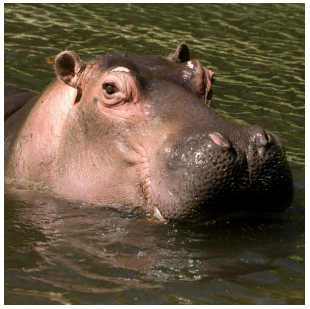


Baboon

Height: 2 feet

Length: 2 feet

Weight: 50 pounds



Hippo

Height: 5 feet

Length: 11 feet

Weight: 9,920 pounds



Elephant

Height: 25 feet

Length: 10 feet

Weight: 12,000 pounds



African Buffalo

Height: 4 feet

Length: 8 feet

Weight: 1,800 pounds



Hyena

Height: 6 feet

Length: 3 feet

Weight: 190 pounds



Crocodile

Height: 1 foot

Length: 16 feet

Weight: 500 pounds

STEAM Challenge: Recycled Giraffe

Project Overview

Your challenge is to design and build a freestanding giraffe using primarily recycled materials. Your giraffe should resemble a real giraffe in appearance while demonstrating creativity, engineering, and problem-solving skills.

Project Requirements

Your giraffe must meet the following requirements:

- Height: At least 24 inches (2 feet) tall and no taller than 36 inches (3 feet).
- Construction: Must be made from mostly recycled or reused materials.
- Stability: Must stand on its own for at least 30 seconds without support.
- Features: Include a neck, four legs, a tail, two ears, two eyes, horns (ossicones), and a spotted pattern.
- Creativity: Use recycled materials in unique and innovative ways.

Suggested Recycled Materials

Choose materials you already have at home whenever possible.

- Cardboard boxes
- Paper towel or toilet paper tubes
- Egg cartons
- Plastic bottles
- Milk or juice cartons
- Cereal boxes
- Newspaper or magazines
- Brown paper bags
- Scrap fabric or felt
- Bottle caps
- Plastic lids
- Popsicle sticks
- String or yarn
- Aluminum foil
- Paper plates
- Small clean containers

Additional Supplies

The following supplies may be used to assemble your giraffe:

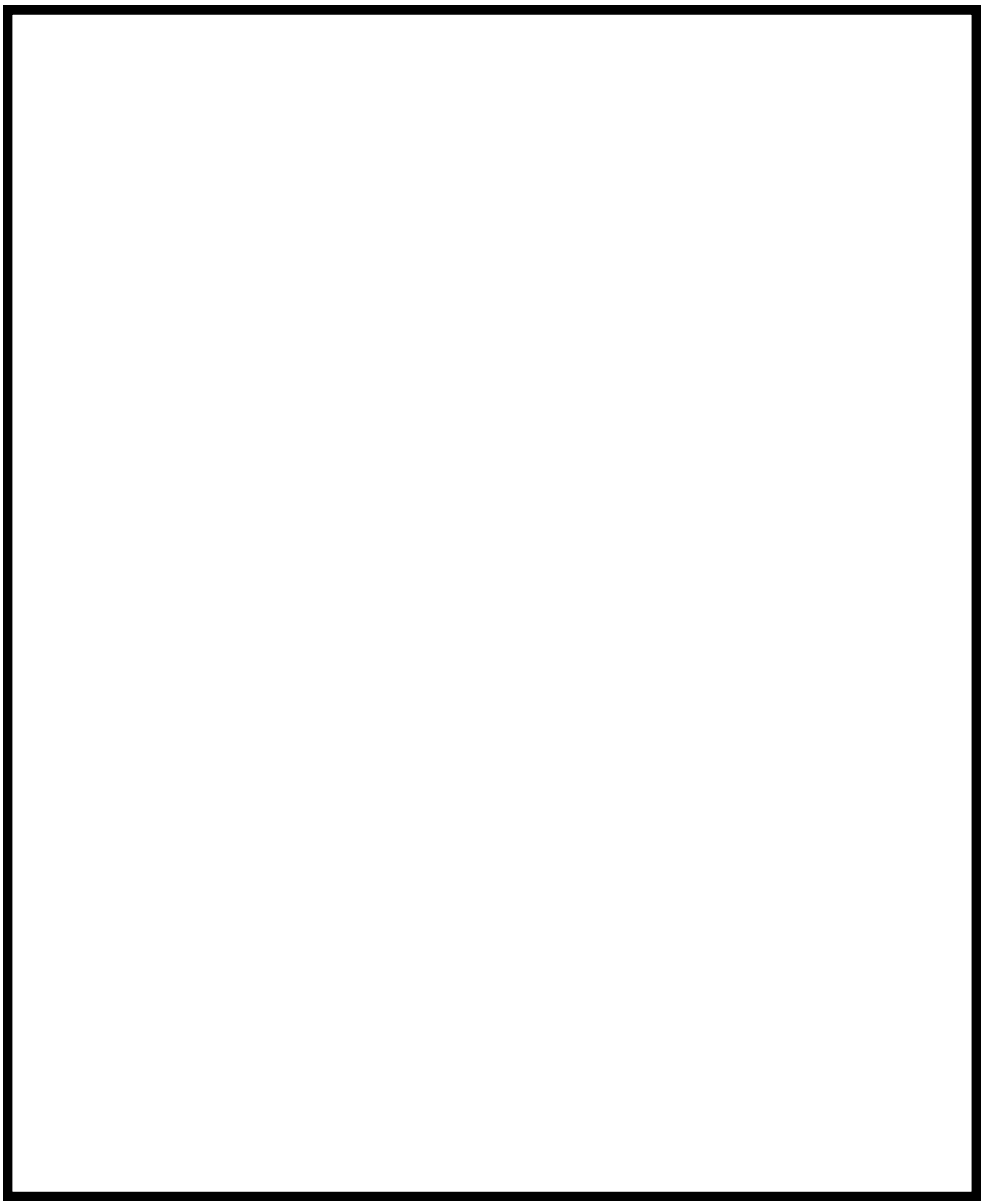
- Glue or hot glue (with adult supervision)
- Tape (masking, clear, or duct tape)
- Scissors
- Hole punch
- Paint or markers
- Construction paper
- Pipe cleaners
- Ruler or measuring tape
- Pencil

Design Process

- Research what a giraffe looks like and identify its key features.
- Sketch your design before building.
- Decide which recycled materials will work best for each body part.
- Build your giraffe, making sure it can stand independently.
- Test your design and make improvements if needed.
- Add color, spots, and finishing details.

Blueprint of Giraffe

Include labels telling what material you will use for each part.



Reflection Questions

1. Which recycled materials did you use?

2. What was the biggest challenge while building your giraffe?

3. How did you solve that challenge?

4. If you built your giraffe again, what would you change?

5. What engineering skills did you use during this project?

Giraffes Can't Dance: Life Cycle Research Project

Directions: With so many wonderful animals illustrated in the book *Giraffes Can't Dance*, take some time to research and learn more about the animals that live on the African savanna! Through this interdisciplinary study, students will explore animal characteristics, life cycles, and offspring while addressing Indiana Science Standards 2.LS.1, 2.LS.2, and 2.LS.3.

Suggested Animals to Research:

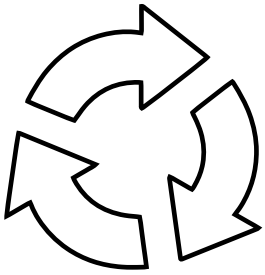
- Giraffes
- Elephants
- Crocodiles
- Warthogs
- Chimpanzees
- Lions
- Zebras
- Meerkats
- Ostriches
- Cheetahs
- Southern ground hornbills
- Leopard tortoises

Research and Share Your Learning:

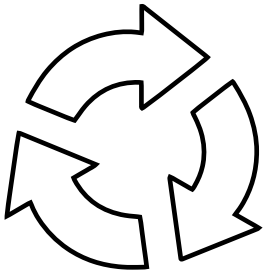
Using the attached graphic organizer, students will research one animal from the list above and complete each section with information they learn about their animal. Students can then use their research to create an informational book or poster to share what they have learned with others.

Suggested Research Resources:

- Epic!
- National Geographic Kids
- Animal Fact Guide



Life Cycle Research Graphic Organizer



All About My Animal	Life Cycle
1. Name of animal: 2. Where does your animal live? 3. Describe your animal. 4. What does your animal eat?	1. Name the stages of your animal's life cycle. 2. How does your animal grow and change? 3. Illustrate your animal's life cycle on the back of this paper.
Parent and Offspring	**Parent and Offspring**
1. What are babies called? 2. Do babies stay with their parents or live on their own? 3. How do parents care for or protect their young? 4. How do babies get food?	1. What body coverings does your animal have (fur, feathers, scales)? 2. What special body parts does it have to help it survive? Think: wings, tails, claws, fins, beaks. 3. How do these features help it survive in its habitat?

Interesting Facts:

1._____

_____

2._____

_____

Giraffes Can't Dance: Connected Text Set

With so many wonderful jungle animals and life lessons explored in the book *Giraffes Can't Dance*, take some time to dig deeper through these recommended connected texts.

Nonfiction

National Geographic Kids: Giraffes by Laura Marsh
From Head to Toe by Eric Carle
Actual Size by Steve Jenkins

Fiction

Stand Tall, Molly Lou Lemon by Patty Lovell
The Dot by Peter H. Reynolds
Amazing Grace by Mary Hoffman and Caroline Binch
Leo the Late Bloomer by Robert Kraus and Jose Aruego

Poetry

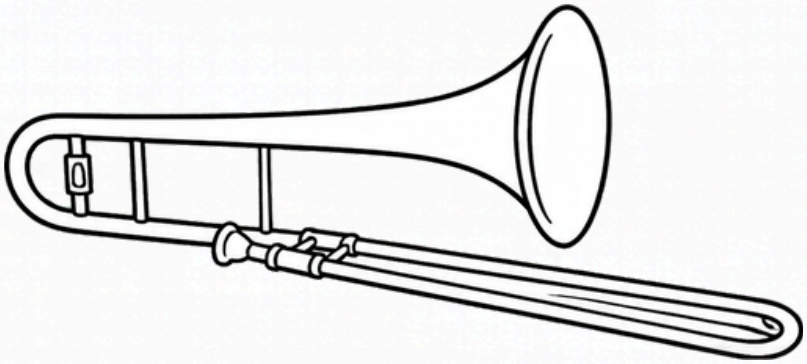
A Stick is an Excellent Thing by Marilyn Singer
National Geographic Book of Poetry by J. Patrick Lewis

FISCHOFF NATIONAL CHAMBER MUSIC ASSOCIATION

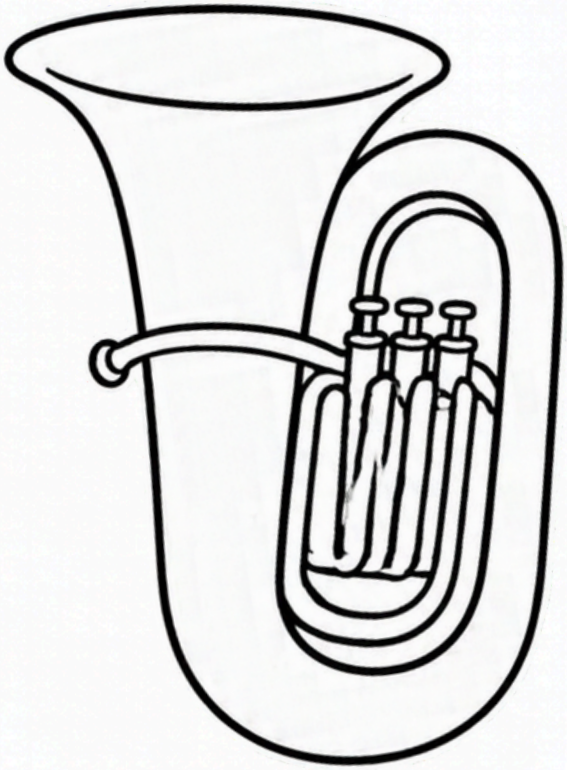
Giraffes Can't Dance: Get to Know Brass Instruments

Fischoff's S.A.M. i am stories & music

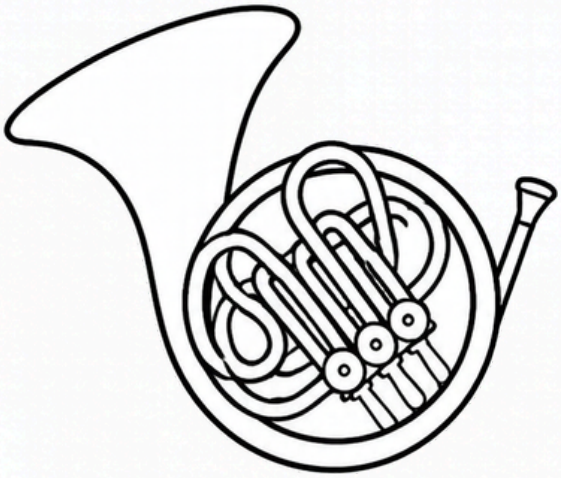
Can you name each instrument? Pick the correct instrument name and write it under each picture.



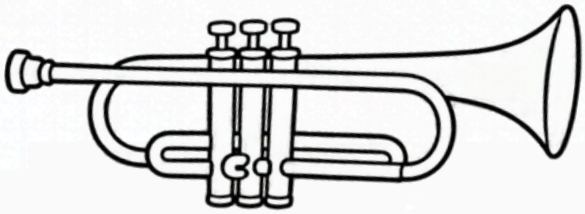
_____



_____



_____



_____

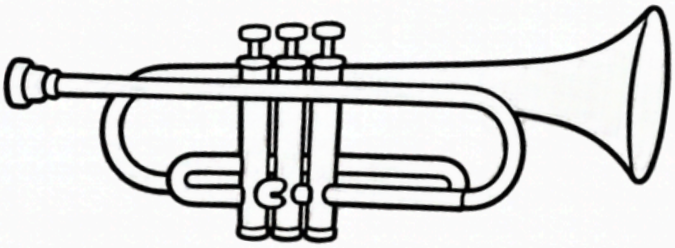
Trumpet

Tube

French horn

Trombone

Trumpet



The trumpet is a brass instrument that makes sound when you blow into it and press down its buttons (valves). This bright sounding instrument is loud, fun, and can play both joyful and serious music. Trumpets have been around for a long time, but didn't get their valves added until the 1800's. They are used in many different kinds of music - classical, jazz, marching bands.

How does it work?

The trumpet works by combining the player's air, buzzing lips, and pressing its valves. When the player blows into the mouthpiece and buzzes their lips, the air travels through the metal tubing creating vibrations. Pressing the valves changes the path the air takes, making different pitches. Higher or lower notes are created by changing your lips and which valves are pressed. Valves change the length of tubing the shorter the tube, the higher the pitch and the longer the tubing, the lower the pitch.

Fun Fact:

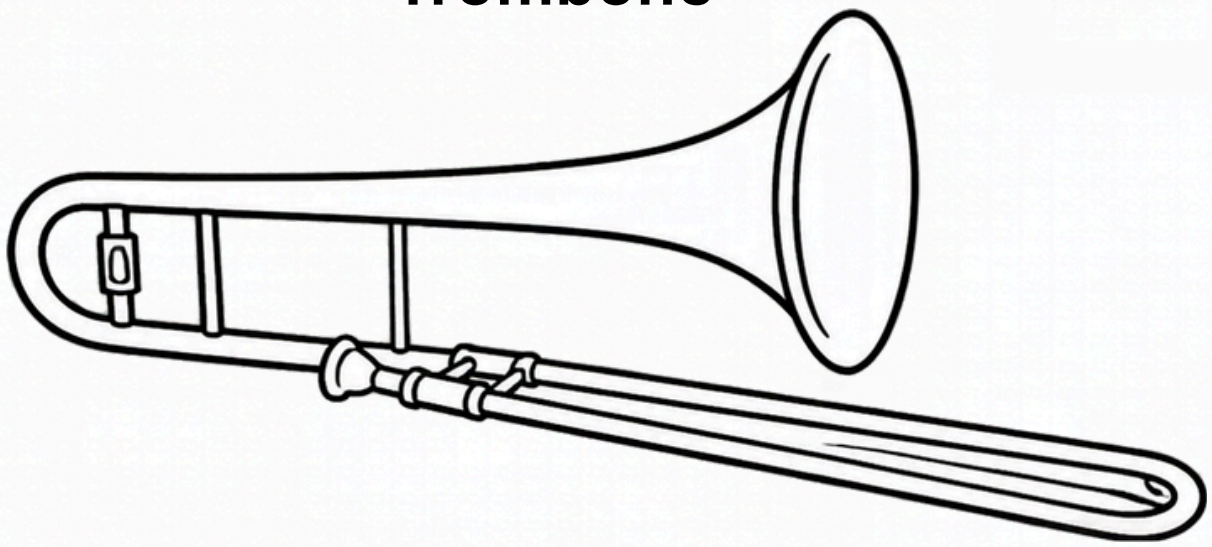
Tubing on a trumpet, if stretched out, would be about 4.5 feet long!

FISCHOFF NATIONAL CHAMBER MUSIC ASSOCIATION

Giraffes Can't Dance: Get to Know Brass Instruments

Fischoff's SAM i am stories & music

Trombone



The trombone is a brass instrument that makes sound when you buzz your lips and move the slide. Unlike other brass instruments, it has no valves —just a long slide that you push in and out to play different notes. Trombones have been used since the 1400's when it was called the sackbutt. You can hear them in bands, orchestras, jazz groups and funk bands.

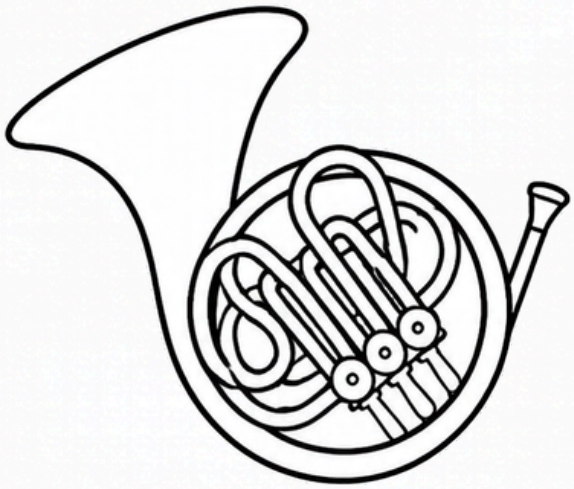
How does it work?

The trombone works when you buzz your lips combined with steady airflow and slide position. When the player buzzes their lips into the mouthpiece, vibrations travel through the tubing. Moving the slide out lengthens the tubing and lowers the pitch; sliding in shortens it and raises the pitch.

Fun Fact:

Tubing on a trombone, if stretched out, would be about 9 feet long!

French horn



The French horn is a shiny brass instrument with long, curled tubing and a warm, round, majestic sound. You buzz your lips into a small mouthpiece, press valves, and use your hand in the bell to shape the tone. It plays beautiful melodies and warm harmonies in orchestras, bands, chamber groups and movie soundtracks. It's considered one of the hardest brass instruments to play in tune.

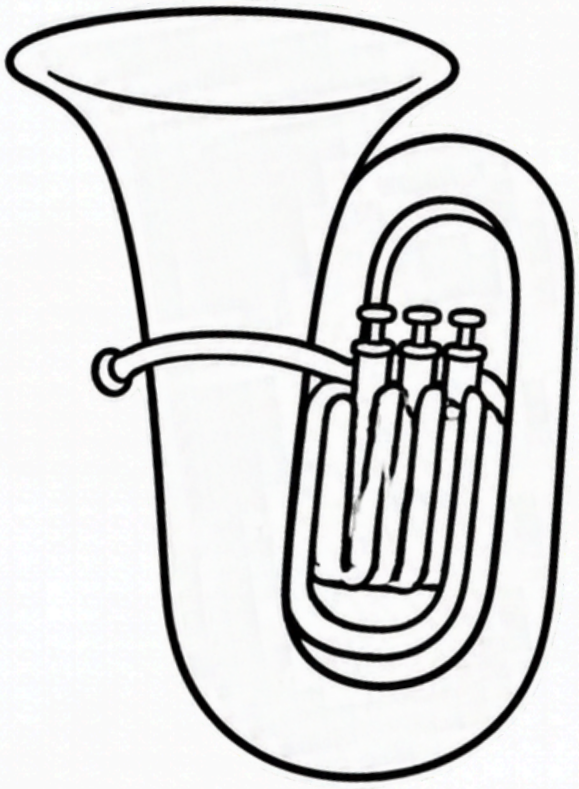
How does it work?

The French horn works when the player blows air through buzzing lips into a mouthpiece, creating vibrations that travel through the tubing. Like other brass instruments, pressing valves changes the path length - longer tubing for lower notes, shorter for higher notes. The lip shape of a french horn player is really important and careful listening is key in order to avoid playing the wrong note. Hand placement in the bell (hand-stopping) further shapes tone and pitch.

Fun Fact:

Tubing on a french horn, if stretched out, would be about 12 feet long!

Tuba



The tuba is the biggest and lowest-sounding brass instrument. It is also the newest instrument, created in 1835. It might look huge, but it's fun to play and has a deep, powerful sound. The tuba helps support the whole band or orchestra by playing the bass part. Tubas are used in a wide variety of music-from orchestras and concert bands to jazz, brass quintets, and even marching bands.

How does it work?

The tuba works by changing air and lip vibration into deep, powerful sound. When the player buzzes their lips into the large mouthpiece, the vibration moves through the instrument's tubing. Pressing valves adds more tubing, which makes the air travel farther and lowers the note. Releasing a valve shortens the tubing and raises the pitch. The tuba's wide tubing allows for slower air vibrations, which is why it produces such low notes compared to other brass instruments.

Fun Fact:

Tubing on a tuba, if stretched out, would be about 16 feet long!