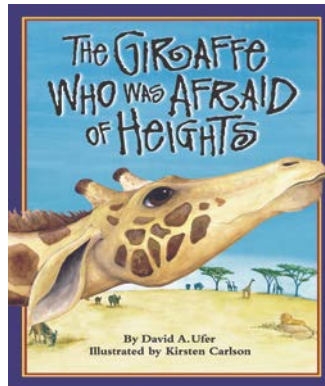


# Teaching Activities

for



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Teaching Activities are intended for use at home, in the classroom, and during story-times.

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## Questions to ask children before reading the book

- What do you think the book is about by looking at the cover? (or one or two of the inside illustrations) *Sometimes it is easy to tell from the cover, other times it is not.*
- What does the cover illustration show?
- Does the title tell you what the book is about?
- Is there a subtitle to give more information?

## What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

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## What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, check “yes.” If the information is wrong, mark “no” and cross it off. Write the correct information in another section, below. Make a note of how you verify the information.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What is different or unusual about giraffes?			Text Illustration Info in FCM Other
How are they different from other animals?			Text Illustration Info in FCM Other
Where do giraffes live?			Text Illustration Info in FCM Other
What other animals might live in the same area as giraffes?			Text Illustration Info in FCM Other
What do giraffes eat?			Text Illustration Info in FCM Other
Why is it important for them to have a long neck?			Text Illustration Info in FCM Other

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**Use this chart for any other thoughts the children might have.**

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
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## After reading the book – writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover
- Write a song about helping others to the tune of *Mary Had a Little Lamb*
- Can you think of another title for the book?
- What were each of the animals afraid of?
- How was the one thing they were afraid of something that would help it survive in the wild?
- How did each of the animals overcome its own fear?
- Do you think everything in the story could be true? *Do animals really talk to each other or have human traits?*
- Why do you think the author gave the animals human traits?
- Could the story have been told differently? How?
- Write a different ending to the story
- Make up a story about an animal that is afraid of something you are afraid of. Explain how your animal fights the fear, with or without other animal friends.

## Comprehension Questions

- Why were the giraffe parents worried about their son?
- What did they decide to do?
- What did they give him to help him find his way?
- Who was the first animal friend that he met?
- What was she afraid of?
- What did the giraffe and monkey decide to do?
- Why was the hippo crying?
- What was he afraid of?
- Why couldn't the three animals cross the river?
- Why did the crocodile go after the monkey?
- What did the animal friends do to help the monkey?
- How did that help each one overcome his/her fear?
- Why is it silly that a giraffe would be afraid of heights?
- Why is it silly that a monkey would be afraid to climb trees?
- Why is it silly that a hippo would be afraid of water?

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## What do children already know—activity conclusion

- Do the children have any more questions about the African animals in the book? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, in fun fact notes)
- If the concept was not correct, what IS the correct information – with above confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that they learned either through the reading or the research while looking up something else.

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## Language Arts

### Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the word wall by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into noun, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

### Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words the children can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check Web site ([www.ArbordalePublishing.com](http://www.ArbordalePublishing.com)) for book “previews” that may be used for this purpose.*

Their word list should include anything and everything that comes to mind, including nouns, verbs and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, they do nothing. If however, they are the only one with the word, they should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if children use an incorrect word, this is a good time to explain the proper word or the proper usage.*

### Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what it is on the back of the card. When the cards are turned over, all you will see is “noun,” etc. *(These can then be used to create silly sentences, below)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

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# THE GIRAFFE WHO WAS AFRAID OF HEIGHTS

## Suggested vocabulary list

<u>Nouns</u>	<u>verbs</u>	<u>adjectives</u>
adaptation	afraid	blue
bones	climb	eighteen
crocodile	cross	long
eyelids	cry	seven
eyes	dangle	tall
friends	eat	top
giraffe	fear	young
head	float	
hippo	jump	
legs	kick	
log	lift	
monkey	reach	
neck	scared	
nose	see	
nostrils	swim	
predator		
river		
savannah		
tail		
tail		
thumb		
tongue		
tree		
trees		
village		

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# THE GIRAFFE WHO WAS AFRAID OF HEIGHTS

## Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

Giraffes need their \_\_\_\_\_ adjective \_\_\_\_\_ noun s to be able  
to reach high into the \_\_\_\_\_ noun to eat the \_\_\_\_\_ noun s.

Because they are so \_\_\_\_\_ adjective, they can see over trees  
to watch for \_\_\_\_\_ noun s. If they see one, they \_\_\_\_\_ verb  
and that warns all the other animals.

Vervet \_\_\_\_\_ noun s have \_\_\_\_\_ noun s to help them grab  
and hold onto things.

\_\_\_\_\_ noun s' eyes, \_\_\_\_\_ noun s, and \_\_\_\_\_ noun s  
are on top of their heads so they can see, breathe, and hear  
while they lay low in the water.

Nile \_\_\_\_\_ noun s have see-through \_\_\_\_\_ noun so they  
can see underwater.

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## ***The Giraffe Who Was Afraid of Heights***

### Sequence sentence strips

Preparation: Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

----- ✂ -----

**The young giraffe was afraid to hold up his head.**

----- ✂ -----

**His parents were worried and sent him to the  
doctor.**

----- ✂ -----

**The giraffe met a monkey who was afraid to climb  
trees.**

----- ✂ -----

**The giraffe and monkey met a hippo who was  
afraid of water.**

**A crocodile wanted to eat the monkey for lunch.**

----- ✂ -----

**The monkey jumped onto the giraffe's head.**

----- ✂ -----

**The giraffe lifted the monkey into the tree.**

----- ✂ -----

**The hippo wrestled the crocodile in the water and  
the crocodile swam away.**

----- ✂ -----

**The three friends played around the river.**

----- ✂ -----

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# The GIRAFFE WHO WAS AFRAID OF HEIGHTS

## Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words! Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	C	R	O	C	O	D	I	L	E	G
2	S	E	V	E	N	E	D	L	A	O
3	T	P	E	R	G	E	S	I	A	I
4	P	T	R	H	I	P	P	O	R	N
5	R	I	V	E	R	V	G	N	E	G
6	E	L	E	Y	A	F	R	I	C	A
7	Y	E	T	A	F	T	E	R	R	W
8	O	N	L	Y	F	E	A	R	Y	A
9	M	O	N	K	E	Y	B	A	B	Y
10	K	E	L	E	P	H	A	N	T	O

___, ___ HIPPO	___, ___ GIRAFFE	___, ___ MONKEY
___, ___ AFRICA	___, ___ CROCODILE	___, ___ FEAR
___, ___ ELEPHANT	___, ___ RIVER	___, ___ REPTILE
___, ___ LION	___, ___ PREY	___, ___ VERVET

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## Science

### Edible sorting and classifying activity

Gather together a cup of edible “sorting items.” For example:

- As many different kinds of M&Ms as you can find
- Chocolate & peanut butter chips
- Hershey kisses
- Peanuts or other type of nuts

Ask the child to sort the items into groups. There is no right and wrong, only what makes sense to the child. When finished, ask the child:

What criteria or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Are there some items that fit more than one group or don't fit any group?
- Is it easy to sort or were there some items that were a little confusing?

If more than one person did this, did everyone sort by the same criteria? To really extend the learning, graph the attributes used to sort the items. *(blank graph below)*

### Sorting by attribute graph

Graph the attributes that children used to sort their items.

What was the most common attribute (size, shape, color, etc.) used?

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
Attribute:					

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## Classifying animals

Animals can be sorted too. What are some attributes you might use to sort animals?

- By habitat
- Do they have backbones?
- Do they have arms or legs?
- How many legs do they have?
- Do they have stripes or patterns on their bodies?
- Do they walk, swim, jump, or fly?

Some things are very easy for scientists to sort or classify, other things are not so easy. The first question they will ask is whether the item is (or was) alive or not. Both plants and animals are living things.

If the item in question is an animal, like the animals in the story, scientists will then ask other questions:

- Does it have hair or fur, feathers, or dry skin or scales?
- Does it breathe oxygen from air through lungs or water through gills?
- Are the babies born alive or from eggs?
- Does the baby eat milk from its mother?
- Is it warm or cold-blooded?
- How many body parts does the animal have?

By answering these (and other) questions, scientists can sort or classify the animals into “classes” such as mammal, bird, reptile, fish, amphibian, or insect.

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## Animal classification chart at class level (vertebrates)





Information on the five classes of **vertebrates** (animals with backbones) is given in the table below. Using information found in the book or below, fill in the blanks for each of the animals mentioned in the book (text and the *For Creative Minds* section). Some of the information may be determined by looking at the illustrations. For example, if the animal breathes water, it will be shown living in the water. If the information is not in the book, it has already been filled in.

Have the children use the chart to determine to which class of animals each animal belongs (mammal, bird, fish, or reptile). The chart may also be used to complete a Venn diagram.

	Breathes oxygen from air or water	Warm or cold-blooded	Lays eggs or live birth	Hair, scales, or feathers
Mammals	Air	Warm	Mostly live	Hair
Birds	Air	Warm	Eggs	Feathers
Fish	Water	Cold	Varies	Scales
Reptiles	Air	Cold	Mostly eggs	Scales
Amphibians	Water, then air	Cold	Eggs in water to larva	Moist skin that is naked & smooth
Giraffe	Air	Warm	Live	Hair
Monkey	Air	Warm	Live	Hair
Hippo	Air	Warm	Live	Hair
Crocodile	Air	Cold	eggs	scales

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## Sorting cards

<p><b>Monkey</b> Kingdom: Animal Phylum: Chordata Class: Mammal Adult size: 18 - 26 inches</p> 	<p><b>Crocodile</b> Kingdom: Animal Phylum: Chordata Class: Reptile Adult size: 16 feet long</p> 
<p><b>Giraffe</b> Kingdom: Animal Phylum: Chordata Class: Mammal Adult size: 16 feet tall</p> 	<p><b>Hippopotamus (Hippo)</b> Kingdom: Animal Phylum: Chordata Class: Mammal Adult size: 13 feet long</p> 

## Animal card games

**Who Am I?** Copy or download the cards. Poke a hole through the card and tie onto a piece of yarn. Each child should put on a “card necklace” so that the card is on their back. Each child should ask “yes/no” questions to guess what animal they are.

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## **A day in the life of . . .**

- Pick an animal from the book and pretend that you are that animal.
- Explain where you live (habitat).
- What do you eat?
- What animals might eat you?
- How do you protect yourself from those animals?
- Where do you sleep or rest?
- Write a paragraph about what do you do during the day (or night if nocturnal).

## **Life Cycles**

Pick an animal from the book and research the life cycle of that animal.

- What are the babies called?
- How are the animals born? (hatched from eggs, born alive, etc.)
- How many brothers and sisters might be born at the same time?
- How big is the baby (length, height, weight, etc.) when born?
- What is the “house” like if applicable (nest, den, burrow)?
- Where is it found (underground, in trees, etc)?
- Which parent(s), if any, are involved in raising the young?
- What does the baby eat and for how long?
- How long will the babies stay with the parent (if parents are involved)?
- When is the “baby” considered an adult?
- How will it find a mate and have babies?
- Who prepares the nest/den and how (if applicable)?
- Some animals are only born at specific times of the year (to coincide with food availability). Is the animal born any time or just during special times of the year?

## Adaptations

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes.

- Physical Adaptations include body shape. (teeth, feet, body covering, hair, blubber, ability to move, climb, etc.)
- Camouflage: color of skin or pattern to blend into background.
- Mimicry: Pretending to be something else to fool predators (Katydid)
- Behavior: opossum plays dead, social groups
- Migration: the seasonal movement of animals from one location to another
- Hibernation: a long, deep sleep in which the animals breathing and heartbeat are lower than usual.

Pick an animal from the book and try to figure out some of the animal's adaptations.

- How does it move and what parts of its body does it use to move?
- How does it see?
- How does it hear?
- How does it get its food?
- What parts of its body does it use to gather the food?
- How does it eat its food?
- What parts of the body does it use to eat the food? (teeth are different for carnivores than herbivores...)
- How does it hide from predators or prey (so it can catch the prey)?
- How does it protect itself from predators?
- In what habitat does it live?
- What adaptations does the animal need to help it survive in that habitat? (heat, cold, land, water, underground, high altitude, et.)
- Where does the animal live and does it make a "house?"
- Does it live alone or with a group?
- How does it "communicate" with others of its kind?
- How does it sleep?
- When does it sleep?
- Is food readily available all year?
- How does the animal deal with seasonal changes (if applicable)?

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## Science journal

Have children draw a picture to define the vocabulary word or concept

**Vertebrae** A giraffe has 7 vertebrae in its neck, just like we do!

**Camouflage**

**Adaptation**

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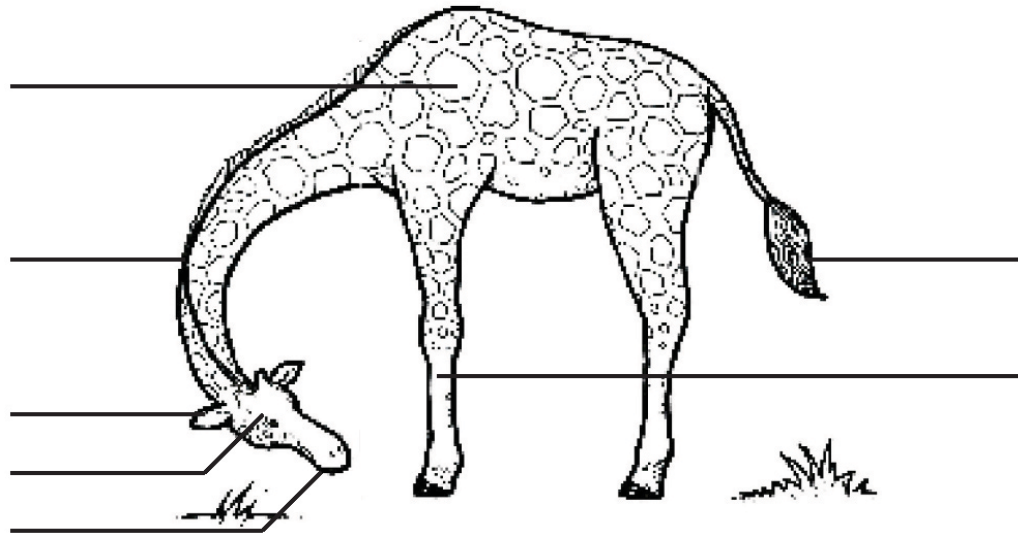
**Predator** Who was the predator in the story?

**Prey** Who was the intended prey?

**Savannah**

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Label the giraffe's body parts



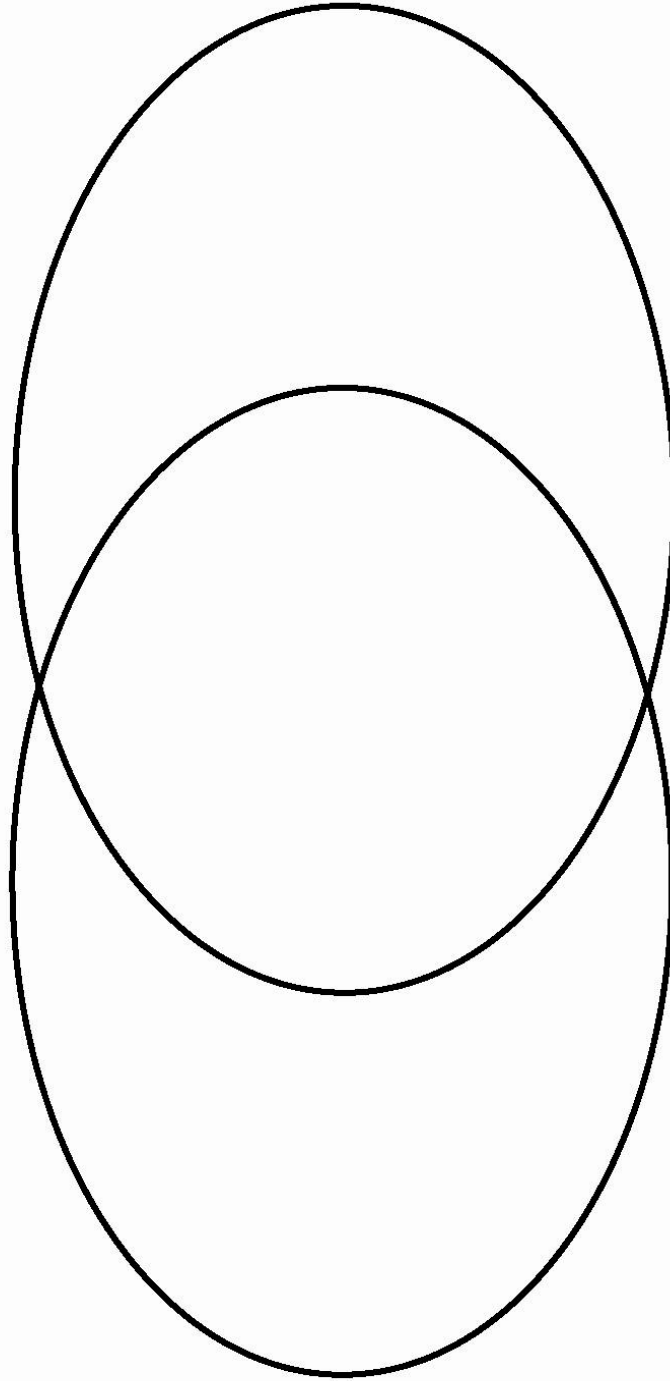
Word bank

tail  
long neck  
spots  
long legs  
ears  
eyes  
mouth

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## ***Two Animal Comparison***

Pick any two animals and compare and contrast them.



Common

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## Math

### Measuring (comparing and contrasting)

Animals come in all shapes and sizes. Some animals are so small, they can only be seen with a microscope. Other animals are so big that they are the size of a school bus when they are born!

It is easy to say that a giraffe is 6 feet tall when born or an adult crocodile is 16 feet, but what does that really mean?

What standard measuring tool would you use to measure something in:

- Inches or centimeters
- Feet or meters
- Pounds or kilograms

Try to imagine how big or small the animal is compared to something you know:

How big is that 16-foot crocodile?

Using the right measuring tool (yard stick or measuring tape) and chalk, mark off how long 16 feet is on the playground, sidewalk, or driveway.

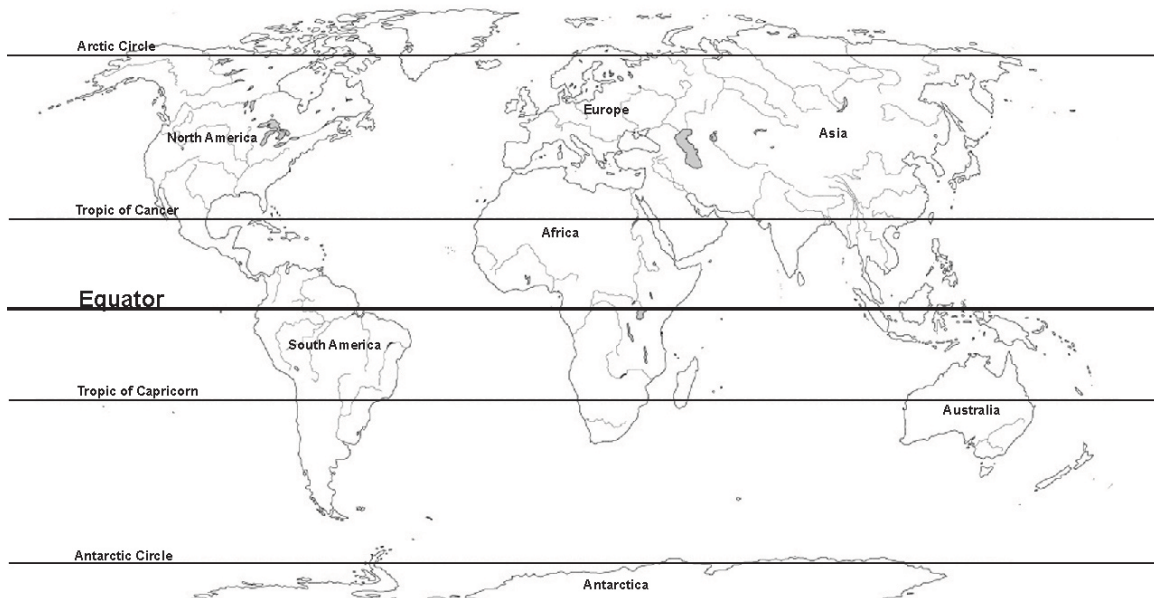
- If you were to lie down on or next to the line, how many times would you have to lie down in order to equal the size of the crocodile?
- If someone shorter or taller than you did it, how many times do they have to lie down?
- How many times would an adult have to lie down?

Using the adult animal sizes given on the [sorting cards](#), make a number line using the chalk line already drawn (above). Measure and mark off how big the other animals are long or tall.

- What do you notice about the giraffe and crocodile?
- Which is longer, the crocodile or the hippo?
- Which is the smallest animal from the book?
- A giraffe is about 6 feet tall when it is born. Mark that on your number line.
- How many feet, on average, will the giraffe grow over its life?
- Measure how tall you are and add your height to the number line.
- Which animal are you closest to in size?
- How many inches taller or shorter than that animal are you?

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## Research and geography



All of the animals in this book are from Africa. Find Africa on the map.

Vervet or green monkeys are also found on a few of the islands in the Caribbean. Find the Caribbean Islands. How do you think the monkeys got from Africa to the Caribbean?  
*Hint: think about early European explorers and settlers and their trade/shipping routes.*

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## Character

Helping children to overcome fears

It is very normal and part of health child development for children to be afraid of things. Some common fears include (but aren't limited to):

- Afraid of the dark
- Afraid of heights
- Afraid of being flushed down the toilet or bathtub drain
- Afraid of your leaving
- Afraid of loud noises
- Afraid of dogs or other animals

It is best to realize that this is a normal part of growing up and most children naturally overcome their fears or grow out of them. Let them know that they are loved and cared for.

Here are some good website links with more information:

Cincinnati Children (Bedtime Fears):

<http://www.cincinnatichildrens.org/health/info/growth/diagnose/bedtime-fears.htm>

Real Life Solutions (Basic Fears)

<http://www.reallifesolutions.net/family/child-fear.html>

Family Magazine (Fear of the Water)

[http://www.familymagazingroup.com/milestones/story\\_Help+%3C%3Ccity%3E%3E+Children+Overcome+Fear+of+the+Water.html](http://www.familymagazingroup.com/milestones/story_Help+%3C%3Ccity%3E%3E+Children+Overcome+Fear+of+the+Water.html)

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