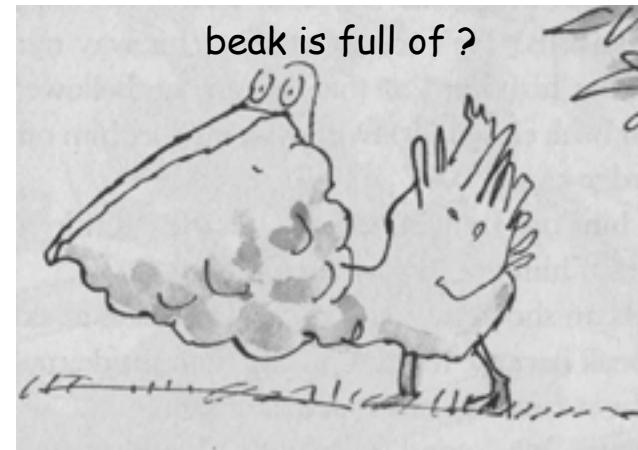
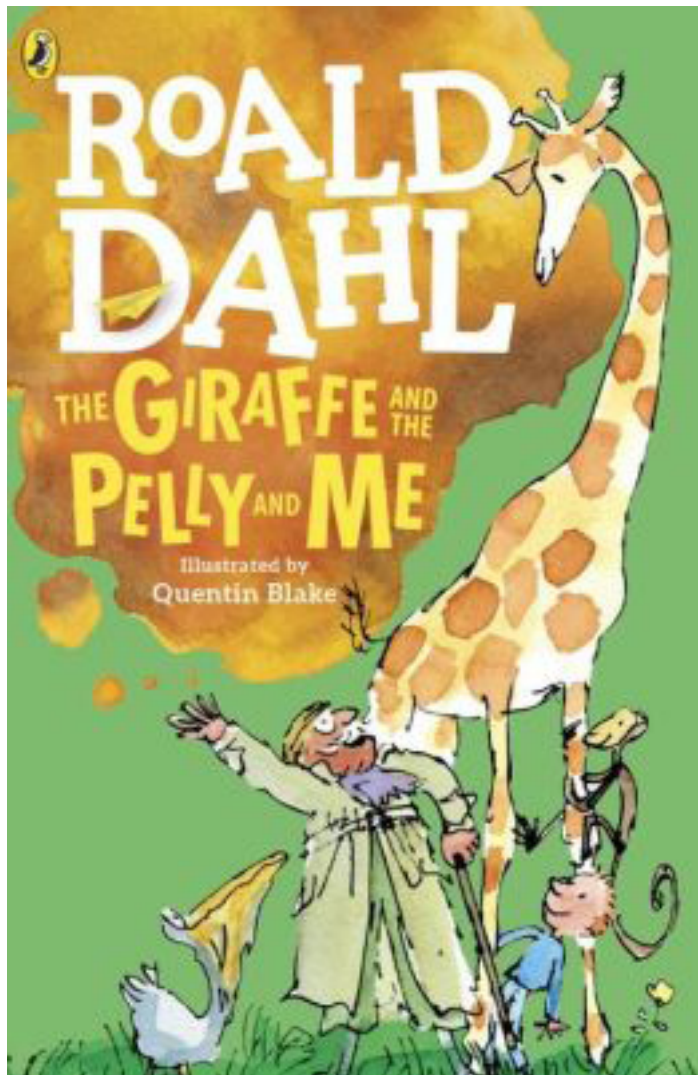


The Giraffe and the Pelly and me (and the Monkey!)



Reassembling and retelling the story

He kept his beak firmly closed and shook his head at the Duke.

The Giraffe and the Pelly and me (and the Monkey!)

We are working on the following activities and welcome your input.

Text and illustration cards. This is now complete and has been tried out in the classroom.

Sweets pairs game - matching names and illustrations

Items and characters connect four game.

Time line activity events sequence.

Who sang it activity - matching songlines to characters.



Webaddress: www.collaborativelearning.org/giraffepellyme.pdf

Last update in preparation for 2019 NATE conference. 3rd June 2019

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885 Fax: 0044 (0)20 7704 1350

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for spoken language and other assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts and move them about physically they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/giraffepellyme.pdf>

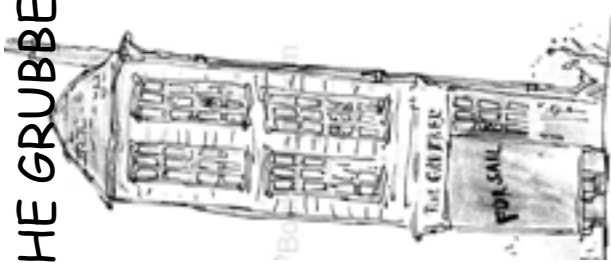
GIRAFFE AND THE PELLY AND ME - TEXT and ILLUSTRATION CARDS

Quentin Blake put about the same amount of energy into this book as Roald Dahl and as a result there is a drawing on nearly every page. We have produced a set of matching text and illustration cards and divided them into six parts.

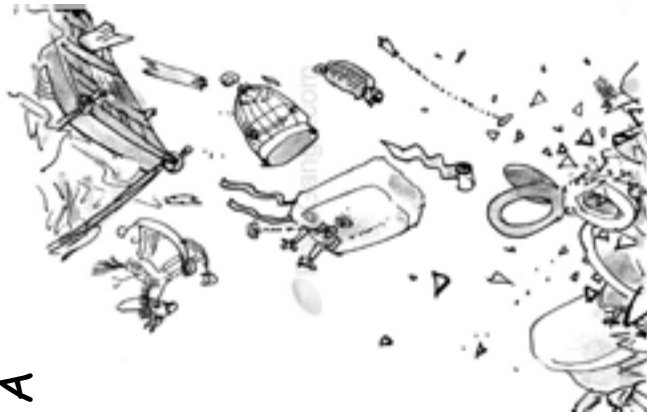
The principle of this transformation activity is to help children gain ownership of the story and feel confident about telling it to the rest of the class. Our idea here is for the class to divide into six groups. Each group takes a different set of twelve cards (A,B etc.: you might find it easier to print these in different colours to help to keep them in order). Each group matches drawings and text into pairs. The next task is to arrange them in order to tell the story. The first card of each set is marked. The pictures contain clues to help the process. If the children know the story well they will be able to do this without referring to the book, but if each group have maybe two or three books between them they can skim and scan and check the order of the events. Then we thought each group could plan to tell their part of the story to the rest of the class in a way where everyone participates. So, as in our other transformation activities, children move from reading to discussing to presenting with lots of opportunities for talk.

A

THE GRUBBER



A



A

THE GRUBBER

A queer old empty wooden house standing all by itself on the side of the road.

Part One starts here

A

It looked as though some madman was ripping out the whole inside of the house.

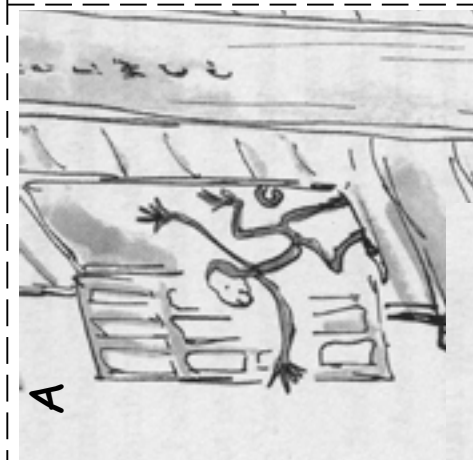
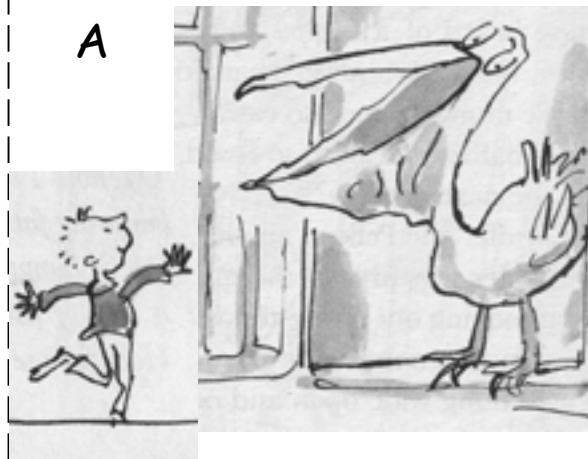
A

The door was fantastic. It was twice as high as the other one had been and it looked ridiculous.

A



A



A



A

Then a HEAD appeared at
an open window
I stared at the head. The
head stared back at me with
big round dark eyes.

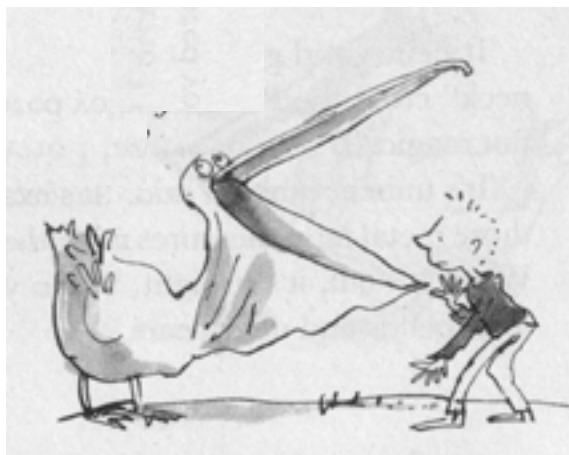
A

Oh, how I wish
For a big fat fish.
I'm as hungry as ever could be!
A dish of fish is my only wish.
How far are we from the sea?

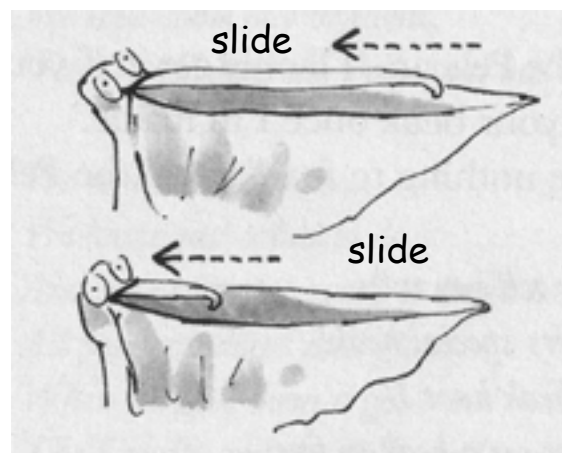
A

The Monkey stood on the
window sill and did a jiggly
little dance. He was so skinny
he seemed to be made out of
furry bits of wire..

A



A



A



A

You'll never see a beak so fine
I don't care where you go:
There's magic in this beak of
mine
Hop in and don't say NO!

A

I watched in amazement
as the top half of the
pelican's beak began to slide
smoothly backwards into his
head until the whole thing
was almost out of sight.

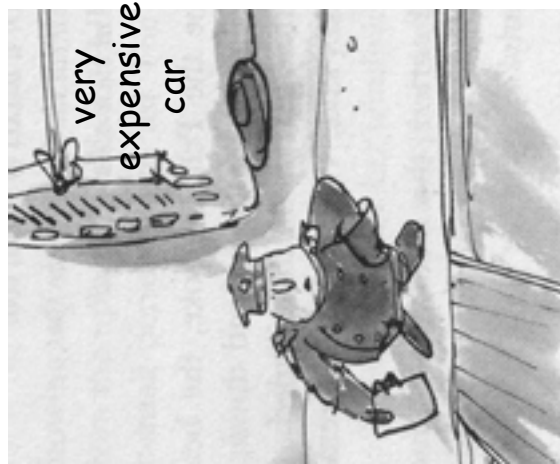
A

So I slide it away
For the rest of the day!
Even so, I'm still able to speak!
And wherever I've flown
It has always been known
As the Pelican's Patented Beak.

B



B



B



B

Part Two starts
here

I climbed into the big
orange beak and with a
swoosh of wings the Pelican
carried me back to his perch
on the window sill.

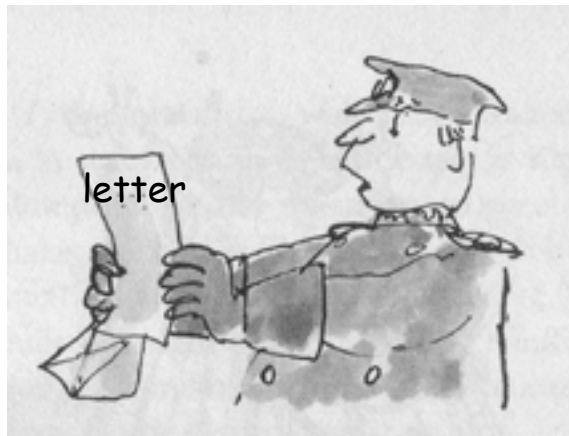
B

A chauffeur in a blue and
gold uniform got out of a
Rolls Royce. He was carrying
an envelope in one gloved
hand.

B

The chauffeur looked up and
saw us. He saw the Giraffe,
the Pelly, the Monkey and
me all staring down at him
from above.

B



B



B

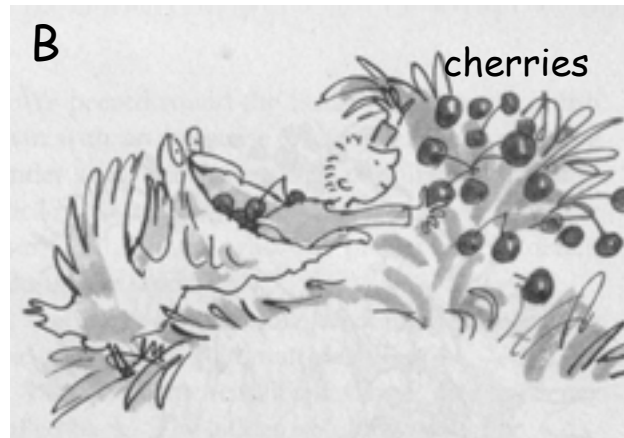
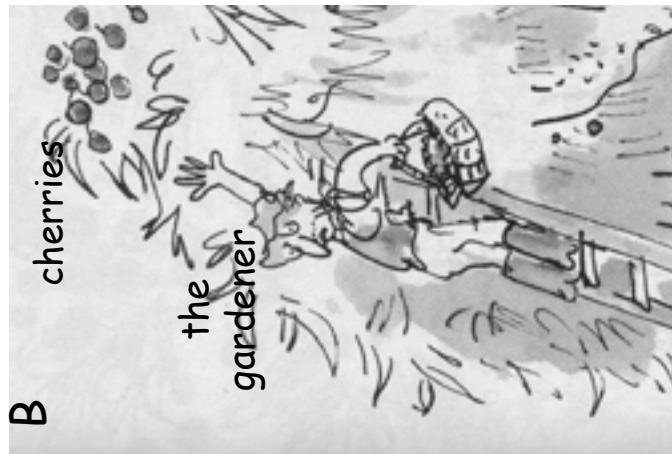


B The chauffeur unfolded the letter and began to read, "Dear Sirs, I saw your notice as I drove by this morning. I have been looking for a decent window cleaner for the last fifty years..."

B The Monkey jumped off the window sill on to the Giraffe's back. The Pelican with me in his beak flew across and perched on the very top of the Giraffe's head.

B Six hundred and seventy seven windows!

It was like a palace! It was bigger than an palace! "Just look at those windows!" cried the Monkey.



"Get me those great big black juicy ones right at the very top!"



"I can't reach them, Your Grace," the gardener called back.

B "Pick them Billy!" the Pelican whispered. "Pick them quickly and put them in my beak!"

B "Some damnable monster is stealing my best cherries! Be off with you Sir, Go away! Those are my cherries not yours!"

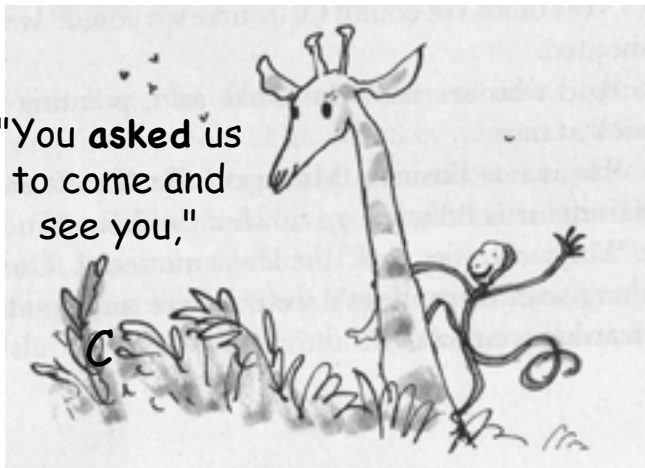
C



C

"You **asked** us
to come and
see you,"

C



C



C

Part Three
starts here

"Your cherries, your
Grace!" I said, as I leaned
over the edge of the
Pelican's beak and offered
a handful to the Duke.

C

"You **asked** us to come
and see you," the Giraffe
said. "We've come to
clean your windows."

C

"I liked the way you
picked those cherries for
me," he said. "Could you
also pick my apples in the
autumn?"

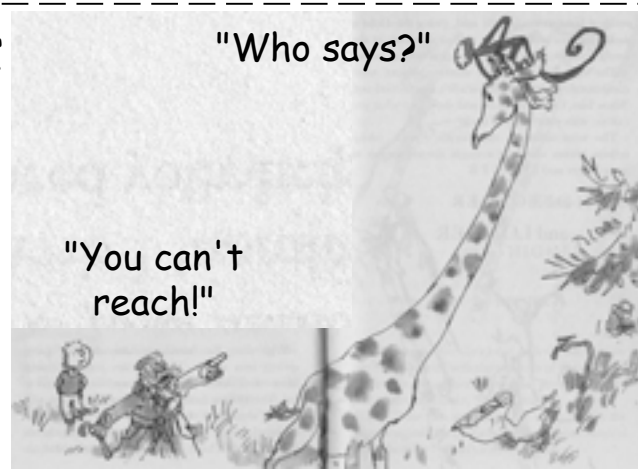
C



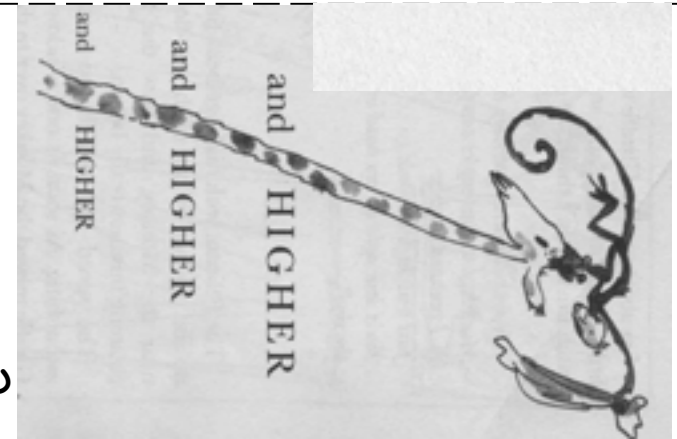
C

"Who says?"

"You can't
reach!"



C



C

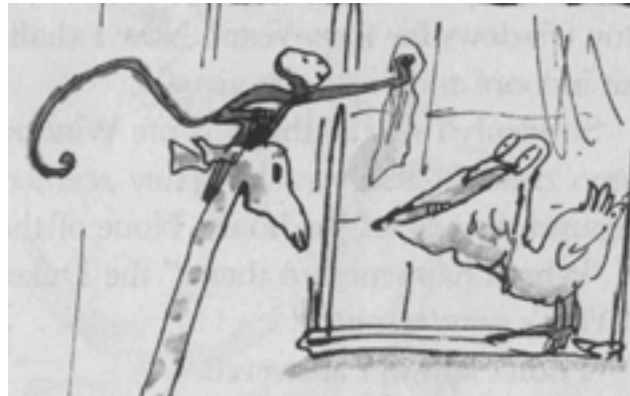
The Pelican held his great beak under the tap until it was full of water.

C "Who says we can't reach the top windows? the Giraffe called back. "I do," the Duke said firmly,"and I'm not having any of you risking your silly necks around here."

C "Show him, Giraffe. Go on and show him what you can do with your magical neck." The next moment the neck began to grow longer and longer and higher and higher and higher!



C



C



C

The giraffe was beginning to sing a little song:
My neck can stretch terribly high
Much higher than eagles can fly.
If I ventured to show
Just how high it would go.
You'd lose sight of my head in the sky!

C The speed with which the team worked was astonishing. As soon as one window was done the Giraffe moved the Monkey over to the next one and the Pelican followed.

C The Giraffe came up very close to the Duke and whispered. "There is a man in one of the bedrooms on the third floor. He's got a pistol!"

D

top of the drawing



bottom of the drawing

D



the lawn

D

beak is full of ?



D

Part Four starts
here

As the Pelican he flew
he turned himself
upside down and tipped
the window cleaning
water out of his beak.

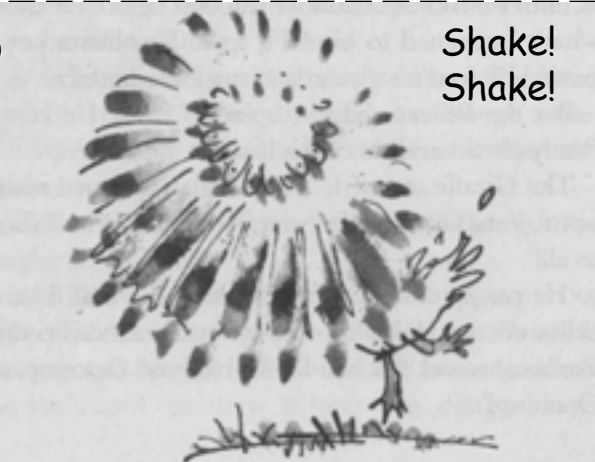
D

The Pelican flew in the open
window and five seconds later
flew out again with his great
orange beak firmly closed. He
landed on the lawn beside the
Duke.

D

He kept his beak firmly
closed and shook his head
at the Duke.

D

Shake!
Shake!

"My jewels!"

D



BIG VOICE

D



D

The Pelican shook his head from side to side so fast that the beak became a blur.

D

"My jewels! Someone's stolen my jewels!"

D

She began to sing:

My diamonds are over the ocean,
My diamonds are over the sea
Bring back, bring back
Oh bring back my diamonds to me!

D



D



D

Everyone joined in the chorus:

Bring back, bring back
Oh bring back my diamonds to me!

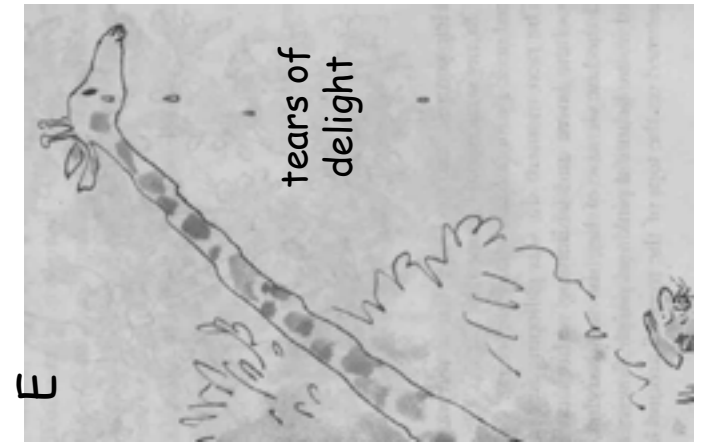
D

The Pelican opened his gigantic beak and immediately the policemen pounced upon the burglar.

D

"Where are my diamonds?"

"Here they are!" cried the Chief of Police, fishing great handfuls of jewellery from the burglar's pockets.

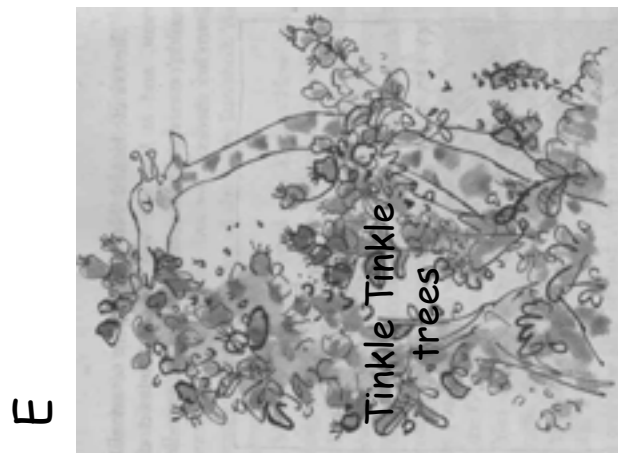


E Part Five starts here

"Look," cried the Monkey.
 "That rotten burglar has
 made a hole in poor Pelly's
 beak."

E "I hereby invite the Giraffe,
 the Pelican and the Monkey
 to live on my estate for the
 rest of their lives."

E "Look over there. You will see
 the only plantation of Tinkle
 Tinkle trees in the entire
 country."
 The Giraffe gave a gasp
 of astonishment and tears
 dropped down..



E She was burying her head in the pink and purple flowers that blossomed on the tops of the trees around her.

E The Monkey took off like an arrow and a few seconds later he was high in the branches of the walnut tree cracking the nuts and guzzling what was inside.

E "That is the river Hamp," cried the Duke. "The finest salmon river in the whole of Europe."



E A few moment later he was in the air again, and he had a gigantic salmon in his beak.

E "Yes," I murmured nervously, " I do have a special little wish."

E "We'll make The Grubber into the most wonderful sweetshop in the world! And you my boy will own it! "

F



F



F



F

Part Six starts
here

Then the builders and
carpenters moved in and
rebuilt the whole of the
inside so it had three floors
again.

F

Then the sweets and chocs
and toffees and fudges and
nougats began pouring in to
fill the shelves of the sweet
shop.

F

I remember especially the
Giant Wangdoodles from
Australia every one with
a giant red strawberry
hidden inside.

F



7 colours



F



F



F

Electric Fizzcocklers
that made your hair stand
straight up on end.
Willie Wonka Rainbow Drops
suck them and you can spit
in seven different colours.

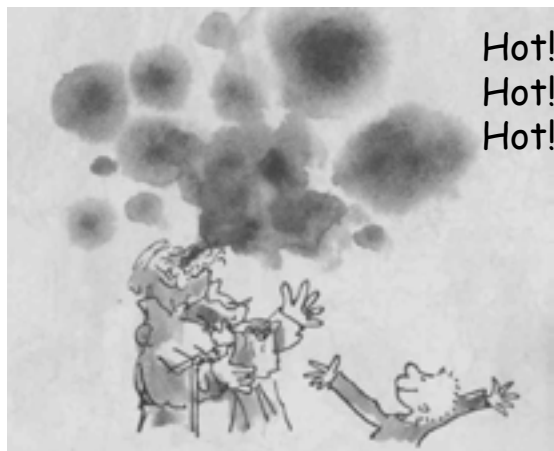
F

Stickjaw for talkative
parents.
Mint Jujubes that give the
boy next door green teeth
for a month.

F

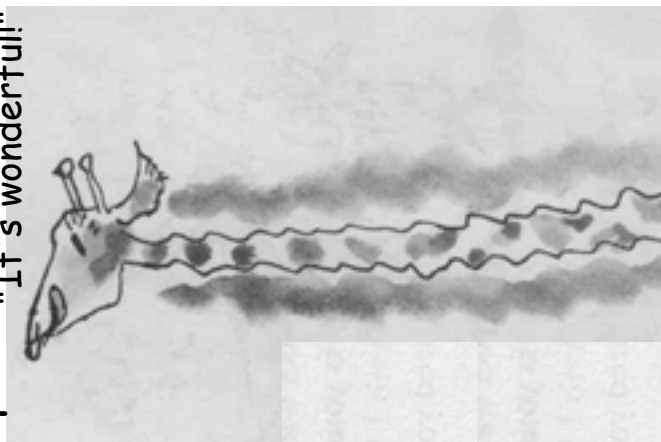
The television cameras and
the newspaper reporters were
all there and the old Duke
himself stood out in the road
with my friends the Giraffe
and the Pelly and the Monkey.

F



"It's wonderful!"

F



F



F

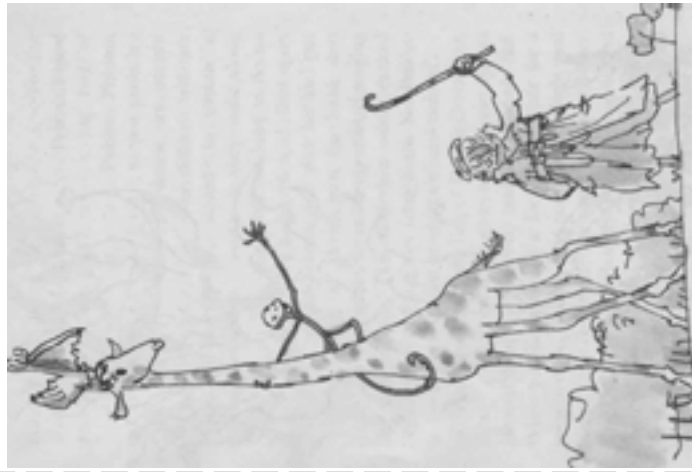
The moment the
Duke popped one of them
into his mouth, thick black
smoke came gushing out of
the old boy's nostrils.

F

"It's wonderful," cried the
Giraffe as a cascade of
lovely liquid flavours poured
all the way down her long
long throat.

F

After he had put a Pishlet in
his beak and chewed it for
a while, he suddenly started
singing like a nightingale.



F

When you have sucked a
Devil's Drencher for a
minute or so you can set
your breath alight.

F

We have tears in our eyes
As we wave our goodbyes
We loved being with you
We three!

F

No book every ends
When it's full of your
friends!
The Giraffe and the Pelly
and me!