

Early childhood literacy resource

The Gruffalo

Links to the Early Years Learning Framework

Learning outcome 5 children are effective communicators	
Key component: Children engage with a range of texts and gain meaning from these texts	This is evident when children: • take on roles of literacy and numeracy users in their play • actively use, engage with and share the enjoyment of language and texts in a range of ways

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Learning focus

Oral language

When responding to stories, young children develop oral language skills through discussing, explaining and imagining. Adults talking about pictures, asking questions and encouraging young children to talk about what they have seen and heard develops oral language skills which support literacy and numeracy skills.

Resources

Text

Donaldson, J 2016, The gruffalo, MacMillan Children's Books, London.

Story video link

The Gruffalo – Story vision studios YouTube

https://www.youtube.com/watch?v=X_EM-iZNguo

Engaging with the text to support learning

Step 1. If you have this book at home, encourage your child/children to predict what the story is about from the cover. If not use the suggested video link in the Resources box and watch the story together.

Step 2. Invite your child/children to participate by joining in the refrain, 'Where are you going to, little brown mouse?'

Step 3. Discuss the meanings of words in the story that may be unfamiliar to your child/child

- o amazing: wonderful, marvellous
- o astounding: amazing, surprising
- o fled: escaped, flew away
- o terrible: Awful, dreadful, very bad

Step 4. Here are some questions to ask your child/children about the story.

1. Who were the animals in the story? (fox, mouse, owl, snake)
2. Where did each animal live? (underground house, treetop house, woodpile)
3. What did all the animals want to do with the mouse? (eat him)
4. How did the little mouse stop each animal from eating him? (by making them believe that the gruffalo wanted to eat them)

Responding to the text to support learning

Encourage your child/children to talk about the story, identifying the actions of the mouse that show how clever he was. He tricked the animals into believing he was a gruffalo that wanted to eat them and then tricked the gruffalo into believing that all the animals thought the mouse was the scariest animal in the woods.

Taking the learning further

· Talk about the features of the gruffalo and encourage your child/children to paint, draw or build the gruffalo using collage, construction or playdough, for example: terrible tusks, terrible claws, jaws, knobbly knees. Use children's artworks to help retell the story.

- Draw a map of all the places that the mouse passed by as he walked in the woods.
- Invite your child/children to create their own monster by first drawing a plan of what their monster might look like. The monster could be a large three-dimensional box construction or made with blocks or other construction sets. Prompting questions could include:
 - How many eyes/feet/arms/legs will your monster need?
 - How big will your monster be? Let's find some boxes you could use for your monster's tummy.
 - I wonder what scary features your monster might have?
 - Does a monster have to be scary?

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