

# Early childhood literacy resource - Giraffes can't dance

## 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: <ul style="list-style-type: none"><li>• take on roles of literacy and numeracy users in their play</li><li>• actively use, engage with and share the enjoyment of language and texts in a range of ways</li><li>•</li></ul>

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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:

Andreae, G 1999, Giraffes can't dance, Orchard Books, London.

### Story video link

Giraffes Can't Dance - Giles Andreae (YouTube, vancemo)  
[youtube.com/watch?v=Zzb5Acl-n70](https://www.youtube.com/watch?v=Zzb5Acl-n70)

## 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. Read/watch the story and encourage your child/children to join in.

Step 3. Invite your child/children to recall the characters in the story.

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

1. What musical instrument did the cricket play?
2. What happened when Gerald tried to dance?
3. Why did Gerald want to dance? (jungle dance)
4. How do you think Gerald felt when the animals were laughing at him? (sad, alone)

## Responding to the text to support learning

Use the story to talk with your child/children about all the about different sorts of music they can hear around the world with traditional songs and the many different ways of dancing etc. Recall with your child/children the different types of dance mentioned in the story and look at the online links to see and hear the different forms of music and dance represented in the story.

As each musical type is played, encourage your child/children to experiment with ways to move to the music. Dancing enthusiastically with your family at home releases energy, lifts everyone's mood and encourages lots of creative expression! Lengths of soft fabric can be used as dancing scarves.

### Taking the learning further

Have a family jungle dance and reinforce the concept that everyone can dance when they have music that they enjoy. Talk with your child/children about their favourite sorts of dance music and take lots of photos and short videos of them dancing. Use these snapshots for quiet reflection with your child/children about how this made them feel.

Invite your child/children to make instruments such as shakers (yoghurt pot with rice inside), cymbals (2 saucepan lids) and drums (saucepan and spoon).

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