

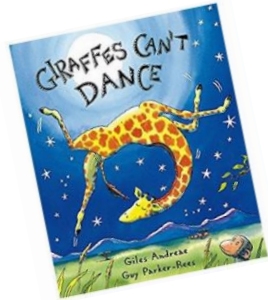


ABC TK/Kindergarten

YEAR 1

Book of the Month

Key Phrase



Title: Giraffes Can't Dance
Author: Giles Andreae
Illustrator: Guy Parker-Rees
Publisher: Scholastic Inc.

I can do it!



BOOK SUMMARY

Gerald is a giraffe who simply can't dance. Try as he may, his long, spindly legs buckle whenever he starts to boogie. Every year he dreads going to the Great Jungle Dance until one night he finds his own special music with the help of a cricket. This story encourages children to have a growth mindset and keep trying even if they aren't marching in tune with everyone else.



FRAMEWORK

Social and Emotional Learning (SEL):

Self-Awareness (identify emotions, self-perception/identity, recognizing strengths, sense of self-confidence, and self-efficacy)

Developmental Assets:

Positive Identity - #37 Personal Power, #38 Self-Esteem, #40 Positive View of Personal Future, #41 Positive Cultural Influence

Positive Values - #26 Caring, #31 Self-Regulation

Boundaries & Expectations - #15 Positive Peer Influence

Developmental Relationships:

Challenge Growth – Expect my Best, Stretch

Expand Possibilities – Inspire, Broaden Horizons



GOALS

- Students will learn to have an *I can do it* approach towards each day.
- Students will *tap into their personal power* with *positive self-talk*.
- Students will *fill their buckets and the buckets of others* with kind words and actions.



KEY IDEAS

The focus of this book is to help students recognize that they have personal power. Positive personal power is found within young people. It helps them to meet challenges and experience each day to the fullest. It embraces self-acceptance, perseverance, and the celebration of differences. This internal asset is built by caring adults who support and affirm youth's experiences, skills and competencies, and exploration of their world.

The power of *I can*, and *positive self-talk* are ABC common language terms. *Positive self-talk* is about personal power. It is tapping into the voice inside you that says: "*I can do this.*" "I am strong and capable." "I know the right thing to do." Explain that *positive self-talk* is a tool that uses empowering words and phrases to protect us from hurtful actions and words. Everyone needs to develop their own *positive self-talk*. This will help *fill our buckets!*



CONVERSATION STARTER

Four- to five-year-olds love routine and consistency. Start your ABC lesson with the same opening:

- (Volunteer) Smile and say, "Hi, I am _____, your Project Cornerstone reader and I'm so happy to be back with you today. How do we start our lesson? Yes, that's right. We are going to chant *One Little Finger!*"
- *Put 1 finger of right hand and 1 finger of left hand and say:*
 - One little finger, one little finger
 - Two little fingers tap, tap, tap (fingers tap each other.)
 - Wave them up high, wave them down low
 - Put them in your lap, lap, lap
 - Two little fingers, two little fingers, four little fingers, tap, tap, tap
 - Wave them up high, wave them down low
 - Put them in your lap, lap, lap
 - Three little fingers, three little fingers, six little fingers, tap, tap, tap
 - Wave them up high, wave them down low
 - Put them in your lap, lap, lap
- (Volunteer) Bring out your puppet. "Do you remember _____, my puppet?"
- (Puppet) "*Wow, you are wonderful singers, and that song is like magic, because I see hands in laps, and it looks like you are ready to listen! I missed you! Raise your hand if you used a calming down tool when you were angry or upset. Did you take a deep breath or count to 10? Great job! You found a way to cool down.*"
- (Volunteer) "Well, ____, today we are going to hear a story about a giraffe who is sad after being teased by the other animals for his awkward dancing. However, he meets a wise cricket who helps him discover his own unique rhythm and he learns to dance in his own special way."
- (Puppet) "*That sounds like a great story!*"
- (Volunteer) "It is a great story. _____, can you think of a time when you got teased about a skill? What did you do?"
- (Puppet) "*Yes, I was trying out for school choir. When it was my turn to sing, no sound came out at all except a honk! I sounded like a goose, not a singer. I was so embarrassed. I left the room. I could hear everyone laughing.*"

- (Volunteer) "That sounds like a difficult situation, but something must have happened, because I happen to know that you are a singer! You often sing for our friends in class. Tell me more."
- (Puppet) "I was still sad the next day. I really wanted to be in choir. Sitting in my back yard alone, I saw this beautiful butterfly and it landed right next to me. I decided to sing to the butterfly. Looking right at it, I started to sing. My voice was normal, not a goose voice, but my own singing voice. I sang and sang for the longest time until the butterfly flew away. The next day I went back to the choir tryouts and asked for another chance. When I started to sing, I imagined my butterfly friend and I pretended it was just the two of us in the backyard. When I was done singing, everyone cheered."
- (Volunteer) "What a lovely story _____ and a great reminder to *tap into our own personal power and be brave*. I feel so lucky to know you, my brave friend, and I'm really glad you like to sing because then I don't have to sing!"
- (Puppet) "Now you're just being silly! You know we sing together!"
- (Volunteer) "Just having a little fun. Let's get to this wonderful story now. Say goodbye _____." Return your puppet to the bag or container.



READ THE BOOK

Show students the book and read the title and the author's name with lots of enthusiasm.

- Note the word "can't" in the title. Ask them to think about things they can't do.
- Say, "What if instead of saying we can't do something, we say we can't do it yet!"
- Say, "This book is about a giraffe that learns he can do anything he wants because he learns to *tap into his personal power*. This power comes from inside him. It gives him special *I can powers*." Tell them to listen to the story and hear when Gerald the giraffe changes from *I can't* to *I can*.

As you read the story ask:

1. How did Gerald feel at the Jungle Dance in the beginning?
2. After he listens to the cricket and starts to dance, how does Gerald feel?

After reading the book, if the TK students are showing signs of restlessness, go to the closing and end the lesson.



DISCUSSION QUESTIONS

You can ask questions after you have finished the book or ask as you go along. Asking as you read the book can help keep students engaged if they are getting distracted.

1. Who was Gerald's friend? What did he tell Gerald to make him feel better?
2. Do you have a special friend that helps you?
3. Have you ever wanted to do something that was hard to do?
 - a. What did that feel like?
 - b. How did it feel when you learned how to do it?
4. What are some *I can* words you can say to yourself to give yourself personal power to do something hard? (*I can do it*, I am special, I have the power, I believe in me etc.)



ACTIVITY OPTIONS

TK

Dance Like Gerald

Materials: music playlist and music player

Say, "When I start the music, I'm going to choose a student to start dancing and then we are all going to follow that child's dance moves." Turn on the music and call out, "Dance like Hazel!" You and the kids should copy Hazel's dance moves and then continue to call out to each of the students to take the lead with their own moves. End the activity with a "Dance like Gerald", the *I can do it giraffe!*

TK/K

The *I Can Do It* Dance

Materials: music playlist that has dance music and music player

- Say, "Gerald found he could dance by believing in himself and saying, *I can do it*. I want each of us to practice *I can power* like Gerald."
- Say, "Everyone please stand up. Spread out so there is a little room in between each of you." (Dim the lights.)
- Say, "Everyone close your eyes. We are going to find our *power*. Look inside yourself. It is deep inside. Nod if you can feel it. Open your eyes."
- Say in a soft voice, "Now with our new power, we are going to imagine that we are Gerald. Listen to the swaying grass. Imagine that the lovely moon is playing just for you. Start moving your feet, sway your body and head, move your arms. Dance, dance!"
- As they start doing the Gerald Dance, play music. Play different types of music. (Slow, fast, upbeat music.)
- Slowly turn the music off and say, "Time to stop the dance. Slowly stop. Take a deep breath. Breathe in and out. Sit down."
- Ask, "Did you feel your *I can power*?" Listen to their responses.
- Say, "Remember you can tap into your *I can power* every day. It is always inside you. It can help you do many things. When something seems hard, remember to find your *I can power*."

K

I Can Headband

Materials: brown construction paper cut into 4" x 14" strips, giraffe ears handout, crayons, stapler or tape (stickers, glitter glue are optional)

- Have students think of something they can do. Write the words in a word bank on the board with the title phrase I can _____.
- Pass out the headbands and have them write I can _____.
- Have them decorate their headbands with drawings, designs, stickers, glitter glue, etc.
- Make a crown for each student and staple or tape the ears to the crown.



CLOSING

- Today we talked about finding our *I can power* just like Gerald did. Remember when something is hard to do, look inside yourself and find that *I can power*.
- Give me a thumbs up if you will try to use your *I can power*.
- Excellent! Now we are going to count to 3 and say, "I can do it!"
- Wave goodbye, friends.



SCHOOL WIDE EXTENSIONS

School Dance

Instruct the students on some of the dances mentioned in the book. Hold your own school dance just like the animals in the jungle. Invite adults or older students to come and teach formal dances like the tango, waltz, cha cha, etc.

I Can Do It Week or The Power of Yet Week

Choose an activity to do on each day of the week following the reading of the book. This could be done with FUNvisor volunteers at recess instead of in the classroom.

Monday-Obstacle Course

- Create an outside obstacle course for students to try new equipment such as the balance beam, playground structure, hopscotch, tunnels, etc.

Tuesday-Artist for the Day

- Set up stations for the students to rotate through or choose one to do.
- Have various mediums available for students to try (clay, paints, rubbings etc.)

Wednesday-Dare to Try Food Tastings (only do if no food allergies)

- If too many food allergies, switch to a 5 Sense Challenge.
- Bring in healthy foods and have students take a “no thank you bite” to see what they like and don’t like.

Thursday-TK and Kindergarten Dance

- Choose and teach a dance like the Hokey Pokey, the Bunny Hop, Cupid Shuffle, Macarena. Ask students to teach the adults a dance!

Friday-The Power of Yet

- Design a school mural that inspires a growth mindset toward trying new things.
- Title it: The Power of Yet and have students draw pictures of themselves doing something new they learned from the past 4 days.