

# TEACHER GUIDE

25  
26  
146th Season

Tiny Tunes

## Giraffes Can't Dance

May 13-15

Wed 9:30am & 10:45am  
Thu 9:30am & 10:45am  
Fri 9:30am & 10:45am

Kevin McBeth, conductor



Created in partnership with COCA and Ready Readers

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ST. LOUIS  
SYMPHONY  
ORCHESTRA

STÉPHANE DENÈVE, MUSIC DIRECTOR

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## Contact Information

The SLSO Education Team is available to answer questions or provide additional suggestions for learning activities.

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**For questions about education concert ticketing**, please contact the SLSO Box Office at 314-534-1700 or email [educationtickets@slso.org](mailto:educationtickets@slso.org).

## Tiny Tunes Overview

Tiny Tunes is a one-hour field trip experience for your early childhood students (aged 3-6). When you arrive at the Jack C. Taylor Music Center at your assigned time, you will be greeted by volunteers who will lead your group into the foyer for a half-hour of hands-on pre-concert activities. Activities will include instrument-playing and creative movement, among other things.

Before the concert starts, you will be led into the Education and Learning Center for your 30-minute interactive concert. The concert opens with a lively arrangement of *When the Saints Go Marching In*, in which the instruments are introduced and everyone is encouraged to play their pretend instruments with the St. Louis Symphony Orchestra (SLSO).

Students will play a musical game where they listen to three selections of music and think about what emotion each expresses. They'll use hand gestures to communicate their answers. You'll practice this with your students when you do Lesson 2 (see p. 9).

Students will make music with SLSO musicians when they perform a simple rhythmic pattern using body percussion. When you teach Lesson 3 before the concert (see p. 11), allow students to compose their own rhythms, but also practice the rhythm they will perform at the concert: **"Ger-ald, Ger-ald, Dance, Dance."**

Finally, students learn a series of scarf movements. They will then perform the scarf movements and the body percussion rhythm during a reading of *Giraffes Can't Dance* that is accompanied by selections of orchestral music from Camille Saint-Saëns' *Carnival of the Animals*. Your students will help bring the story to life with music and movement.

### Concert Repertoire

| Composer                                                            | Piece/Movement                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| James M. Black/Katherine E. Purvis,<br>arr. Adam Maness             | <a href="#">When the Saints Go Marching In</a>                                                                                                                                                                                                                                                                                                                            |
| Selections from Camille Saint-Saëns' <i>Carnival of the Animals</i> |                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                     | <a href="#">Kangaroos</a><br><a href="#">Introduction and Royal March of the Lion</a><br><a href="#">The Elephant</a><br><a href="#">Fossils</a><br><a href="#">Characters with Long Ears</a><br><a href="#">Hens and Roosters</a><br><a href="#">Cuckoo in the Depths of the Woods</a><br><a href="#">The Swan</a><br><a href="#">Aquarium</a><br><a href="#">Finale</a> |

## Concert Objectives

Students will:

1. Enjoy the experience of participating in a live musical performance.
2. Demonstrate their recognition of different emotions and moods in music by performing a variety of expressive movements.
3. Perform a rhythmic pattern using body percussion.
4. Experience how music can express emotions and make a story come to life.

## Themes from *Giraffes Can't Dance* by Giles Andreae

1. Kindness/encouragement
2. Embracing your own talents, self-esteem
3. Persistence

## Concert Vocabulary

A **musician** is someone who makes music by playing an instrument or singing.

An **orchestra** is a group of people who play **instruments** to make music together and perform at concerts.

**Musicians** in the **orchestra** play lots of different **instruments**. Many of them play string **instruments** like the violin or cello. [Explore other instruments that will be featured on the concert.](#)

The leader of the **orchestra** is the **conductor**. The **conductor** uses a **baton** to tell the **musicians** when to start and stop and how slow or fast to play.

*Giraffes Can't Dance* is full of great vocabulary words. The concert experience provides the opportunity to introduce the word **entranced** as used in the book:

“Then, one by one, each animal who’d been there at the dance arrived while Gerald boogied on and watched him, quite **entranced**.”

After the concert talk with your students about the word **entranced** – were they **entranced** by the music or the dancing at the concert?

## Instruments featured at the concert

|        |          |       |            |
|--------|----------|-------|------------|
| Violin | Viola    | Cello | Bass       |
| Flute  | Clarinet | Piano | Percussion |

## Planning Your Field Trip

Teachers are responsible for arranging buses/transportation to the Jack C. Taylor Music Center (718 N. Grand) for Tiny Tunes. Please start this process early by speaking to your school/center administration about policies: Are the children allowed to ride the bus? Do they require harnesses? What are the policies regarding chaperones? With this information, make reservations with your bus company. Communicate with them about harnesses: how many will you need and how much extra time will the bus company need to install them? Stress to them the importance of an on-time arrival on concert day.

Please plan to arrive at the Jack C. Taylor Music Center as close to your scheduled start time as possible so that your students can enjoy the full experience of Tiny Tunes. Students will participate in 30 minutes of hands-on activities in the foyer before moving into the Education and Learning Center for the 30-minute interactive concert.

| <b>Start time:</b> | <b>Plan to arrive:</b> | <b>Hands-on activities:</b> | <b>Interactive concert:</b> | <b>Dismissal:</b> |
|--------------------|------------------------|-----------------------------|-----------------------------|-------------------|
| <b>9:30</b>        | 9:15-9:30              | 9:30-10:00                  | 10:00-10:30                 | 10:30             |
| <b>10:45</b>       | 10:30-10:45            | 10:45-11:15                 | 11:15-11:45                 | 11:45             |

Additional information about arrival, parking, and dismissal will be emailed to teachers a week before the concert.

### Accessibility

This concert is inclusive of people with sensory differences. Additional resources are available to anyone who will benefit from them:

- Walk your students through their field trip experience with [an Experience Guide](#) (coming soon).
- Submit an [Accommodations and Accessibility Form](#) at least two weeks before the performance to communicate any special needs your students have.
- For a full list of available accommodations, please see our [Planning your Field Trip](#) webpage.

## Prepare to Participate

During the concert, there will be a variety of ways that you and your students can participate in the performance. Please be prepared to move expressively and perform using body percussion along with the musicians of the SLSO. Our conductor, Kevin McBeth, and our narrator, Michelle Byrd, will give cues for when to play and when to stop. Please encourage your students to follow along with the conductor and narrator. Please also encourage students to stay seated during the performance and model for them how to be good listeners.

For all our audience members to enjoy the show, **please remind chaperones** to refrain from talking or texting during the concert. Out of respect for our performers, there should be no video or audio recording and no flash photography during the performance.

## Additional Resources

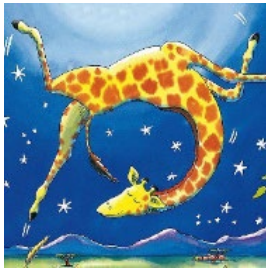


Spotify users can access two playlists. the [Giraffes Can't Dance playlist](#) includes selections from this year's Tiny Tunes concert. And the [Early Childhood playlist](#) includes a variety of orchestral music that can be used for all sorts of activities in the early childhood classroom.

### Suggested Reading List



|                                    |                  |
|------------------------------------|------------------|
| <i>From Head to Toe</i>            | by Eric Carle    |
| <i>Jabari Jumps</i>                | by Gaia Cornwell |
| <i>The Very Busy Spider</i>        | by Eric Carle    |
| <i>Stand Tall, Molly Lou Melon</i> | by Patty Lovell  |
| <i>Amazing Grace</i>               | by Mary Hoffman  |
| <i>Animal Orchestra</i>            | by Ilo Orleans   |



## More musical learning with Digital Tiny Tunes

Enjoy Digital Tiny Tunes anytime and as many times as you'd like.

[Register now](#) for free, on-demand access to the SLSO's 30-minute video of Giraffes Can't Dance.

## Lesson 1: Take a Bow

**Description:** Students engage with the story of *Giraffes Can't Dance* as they explore the emotions of its main character. They make connections between the story and their own experiences as they describe a time they learned to do something that was hard at first.

**Objectives:** Students will:

- Become familiar with the story *Giraffes Can't Dances* by Giles Andreae.
- Relate their own experiences to the events in the story.

| Missouri Early Learning Standards |                        | Illinois Early Learning Standards |                    |
|-----------------------------------|------------------------|-----------------------------------|--------------------|
| Approaches to Learning            | I.D                    | Language Arts                     | 1.C, 2.B, 2.D, 5.B |
| Social-Emotional Development      | I.A                    | Social/Emotional Development      | 30.B               |
| Language and Literacy             | I.A, II.A, III.A, IV.A |                                   |                    |

**Materials:** *Giraffes Can't Dance* book; one **Take a Bow worksheet** per student (see p. 13); crayons, markers, or pencils.

**Procedure:**

- Ask students to think of a time when they felt happy, a time when they felt sad, and a time when they felt frustrated. Invite students to share their answers.
- Explain that in the story they are about to hear, the main character – Gerald the Giraffe – feels all of those same emotions. Invite students to listen for the moments in the story where Gerald might feel happy, sad, or frustrated.
- Read *Giraffes Can't Dance* aloud to your students. Be sure to use facial expressions and vocal changes to match the emotions that students are listening for.
- At the end of the story, demonstrate for students what it means that Gerald “took a bow.” Invite them to stand up and take a bow.
- After the read-aloud, ask students to describe or point to places in the book where Gerald felt happy. Repeat for sad and frustrated. Lead students to the conclusion that Gerald felt frustrated when he couldn't dance; he felt sad when his friends made fun of him; and he felt happy when he learned that he could dance!
- Ask students if, like Gerald, they ever became good at something that was hard at first. How did they become better at something that was difficult? Did somebody help them? How did it make them feel to get better at something that was difficult?
- As students share things that they feel they have become good at, affirm their responses, and ask them to stand up and take a bow.
- Distribute “Take a Bow” worksheets and drawing implements. Invite students to draw a picture of something they are proud or happy that they can do.
- As they are drawing, spend time with each student, hearing about their drawing and transcribing their words onto the worksheet under the picture.
- When all worksheets are complete, they can be displayed in the classroom or made into a book to be added to the classroom reading area.

**Evaluation:** Observe students:

- Do students listen attentively and with purpose during story time?
- Do students use spoken language and drawing to connect an event from their life with emotions from a story?

**Extension:**

- Turn the students' words into a song using the melody of the popular children's song "Bingo."
- First, sing about Gerald's experience:

**Gerald the Giraffe has learned to dance  
And that makes him happy!  
H-A-P-P-Y, H-A-P-P-Y, H-A-P-P-Y  
And that makes him happy!**

- Then write new verses to the song using the things the students described on their "Take a bow" worksheets. For example:

**Carlos learned to tie his shoes  
And that makes him happy!  
H-A-P-P-Y...**

**Elizabeth can write her name  
And that makes her happy!  
H-A-P-P-Y....**

- To reinforce the letters being sung, write H-A-P-P-Y on a whiteboard and point to each letter as it is sung.

## Lesson 2: Gerald's Emotions

**Description:** Students identify emotions in the story and illustrations of *Giraffes Can't Dance*. They then listen to music and move expressively towards "Emotion Cards" hung in different areas of the classroom that display words and illustrations of different emotions.

### Early Childhood Teacher Checklist

- ☐ We LISTEN to music!
- ☐ We MOVE to music!

**Objective:** Students will

- Analyze the emotions of the main character in the story *Giraffes Can't Dance*.
- Express emotions through music and movement.

| Missouri Early Learning Standards |            | Illinois Early Learning Standards |               |
|-----------------------------------|------------|-----------------------------------|---------------|
| Social-Emotional Development      | I.B        | Language Arts                     | 2.A, 2.B, 4.A |
| Language and Literacy             | II.A, IV.A | Physical/Health                   | 19.A, 19.B    |
| Physical Development              | I.A, I.C   | The Arts                          | 25.A, 26.B    |
| Expressive Arts                   | I.A        | Social/Emotional Development      | 30.A          |

**Materials:** *Giraffes Can't Dance* book, one set of printed **Gerald Emotion Cards** (see p. 14), a device to play recorded music, one scarf or length of ribbon per student.

**Listening Examples:** Below are some musical selections from *Carnival of the Animals* to start with. But any music can work for this activity.

| Musical Selection/Listening Link                      | Emotion |
|-------------------------------------------------------|---------|
| <a href="#">The Elephant</a>                          | Happy   |
| <a href="#">The Cuckoo in the Depths of the Woods</a> | Sad     |
| <a href="#">Characters with Long Ears</a>             | Scary   |

**Prior Knowledge:** Students should already be familiar with the story of *Giraffes Can't Dance*.

### Procedures:

- Hang each "Gerald Emotion Card" – Happy, Sad, and Scary – in a different area of your space. Begin this lesson with students seated in a circle in the usual space you do read-alouds, away from where you've hung the Emotion Cards.
- Read *Giraffes Can't Dance* aloud to your students, starting at the beginning of the book. Pause after the phrase "But when he tried to run around, he buckled at the knees." Ask students how they feel when they fall or when they can't do something they want to do. When they answer sad (allow for other emotions as well), ask the class to stand up and follow you to the Sad Emotion Card. Observe the card, notice the word "Sad."
- Have students sit down in this new area of the room and continue reading the story, pausing frequently to make note of Gerald's emotion.

- Continue reading the book, pausing after the phrase “Then Gerald felt his body do the most amazing thing!” Ask students how they think Gerald is feeling now. When they answer “happy” (allow for other emotions as well), ask the class to stand up and follow you to the Happy Emotion Card. Observe the card, notice the word “Happy.”
- Have students sit down in this new area of the room and continue reading the story, pausing frequently to make note of Gerald’s emotion.
- When the story is over, return to your central location away from the emotion cards. Distribute scarves to each student. Show them how you can use your scarf to show emotion. Some ideas you can model are:
  - » If you’re happy, you can hold one end of the scarf in each hand, put your hands up by your ears, and let the scarf hang down so it looks like a smile.
  - » If you’re sad, you can hold the scarf in one fist and dab it at your eyes like it is a tissue wiping away tears.
  - » If you’re scared, you can hold two corners of your scarf with your fingers and hide behind the scarf. It is then fun to peek out from behind it. Show them where the Scared Emotion Card is hung in your space.
- Explain to students that music can sometimes sound happy, sad, or scary, and it can sometimes make us feel those emotions too. You’re going to play a piece of music, and when they listen to the music they can decide if it sounds happy, sad, or scary. Once they decide how they think it sounds – and it’s okay if students have different ideas – they can use their scarves to show the emotion with the gestures they just learned. They should then move expressively to the Emotion Card that matches how the music makes them feel.
- Encourage students to move expressively to the tempo of the music and with motions that match the mood of the music.
- Notice that students may not all choose the same emotion for each selection of music. Tell students that it is okay to have different responses to music. Music can make each person feel different things, and there is no right or wrong response.
- Repeat with various musical selections.

**Evaluation:** Observe students:

- Do students identify emotions described in a story’s text and depicted in illustrations?
- Do students move with purpose towards an emotion card in response to different selections of music?
- Do students vary their movements to match their emotional response?

## Lesson 3: Boogie Rhythms

**Description:** Students use iconic notation to compose four-beat rhythmic patterns, which they then perform on non-pitched percussion instruments.

### Early Childhood Teacher Checklist

- ☐ We PLAY music!
- ☐ We CREATE music!

**Objective:** Students will:

- Make compositional choices to create a four-beat rhythmic pattern.
- Use spoken, syllabic words to verbalize rhythmic patterns.
- Perform rhythmic patterns on non-pitched percussion instruments.
- Follow the beat of recorded music to perform rhythmic patterns in tempo and together as a class.

| Missouri Early Learning Standards |                 | Illinois Early Learning Standards |               |
|-----------------------------------|-----------------|-----------------------------------|---------------|
| Social-Emotional Development      | II.B            | Language Arts                     | 4.A, 4.C, 4.D |
| Language and Literacy             | II.A, IV.A, V.A | Mathematics                       | 8.A           |
| Mathematics                       | III.A           | Physical/Health                   | 19.A          |
| Physical Development              | I.B, I.C        | The Arts                          | 25.A          |
| Expressive Arts                   | I.A             |                                   |               |

**Materials:** A white board ledge or rope stretched between two chairs, clothes pins; percussion instruments such as egg shakers, rhythm sticks, or jingle bells (one per student); device to play recorded music (optional); **Large Giraffes Can't Dance Rhythm Cards** (full page version, see p. 17); print four "Gerald" cards, four "Dance" cards, and one "Shhh" card. Print each card back-to-back so there is a picture on one side and the musical notation on the other side

**Prior Knowledge:** Students should already understand instrument expectations and know how to correctly play the chosen percussion instruments.

### Procedures:

- Remind the students of the story of *Giraffes Can't Dance*. Practice saying "Dance" while clapping once, "Ger-ald" while clapping twice, and "Shhh" while keeping hands apart.
- Lay out the Rhythm Cards on the floor. Ask four students to select one card each. Help students display their cards on the ledge or rope so that there are four cards in a row. Ask students to say the words from the cards they selected with you in rhythm (for example, "Dance, Ger-ald, Ger-ald, Dance").
- Next add percussion instruments and have students say the words while playing their instruments.
- Tip: When students are learning to perform rhythms on body percussion or classroom instruments, use the following method:
  - First, say the rhythm
  - Then, say and play the rhythm. This is probably as far as most young children will get.

- If your students can say and play the rhythm easily, encourage them to *whisper* the rhythm while playing it. And finally, to *think but not say* the rhythm while playing it (audiation). Most students will not be able to do this before first grade.
- You can repeat this several times, asking different students to select a new arrangement of cards.
- Practice saying a rhythm several times in a row, in rhythm, without a break.
- When students are comfortable performing the rhythms, you can add a recorded musical selection to provide the underlying beat. Any musical selection that has a steady beat will work. Students can play their rhythmic composition repeatedly, being mindful of the tempo and pulse of the recording.

**Evaluation:** Observe students:

- Do students confidently choose words to complete four-beat rhythmic patterns?
- Do students speak the four words of their created rhythmic pattern using a steady beat?
- Do students say the rhythmic pattern and sound their percussion instrument with each syllable?
- Are students using the visual cues of the teacher and aural cues of the musical recording to perform their patterns together and in tempo?

**In preparation for Tiny Tunes, teach students to perform the rhythm:**

**Ger-ald, Ger-ald, Dance, Dance**

**With this musical selection:**

**Finale from *Carnival of the Animals***

## **Set up a Music Center for Independent Play**

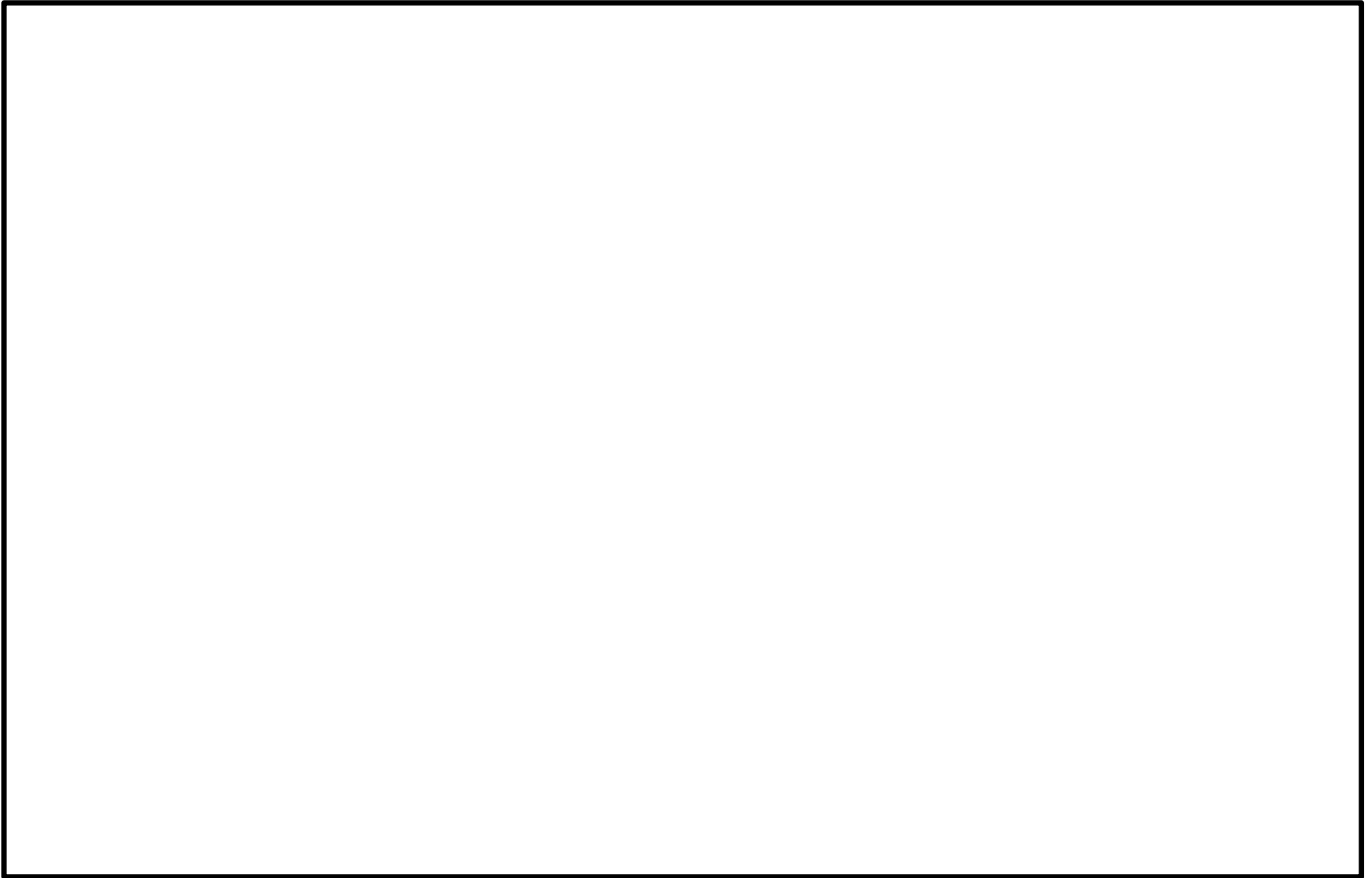
**Objective:** Students compose rhythmic patterns that they can speak and perform on classroom instruments.

**Materials and Set-Up:** **Small Giraffes Can't Dance Rhythm Cards** (quarter-page version, see p. 23): print and laminate at least 16 Dance, 16 Gerald, and 4 Shhh cards; 4-6 classroom instruments such as egg shakers, jingle bells, rhythms sticks, or hand drums.

**Activity:** Students can arrange sequences of cards to create rhythms. They can then say the rhythms while performing the rhythmic pattern on the classroom instruments.

**My name is:** \_\_\_\_\_

**I am happy that I am can:**



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SCARED



SAD

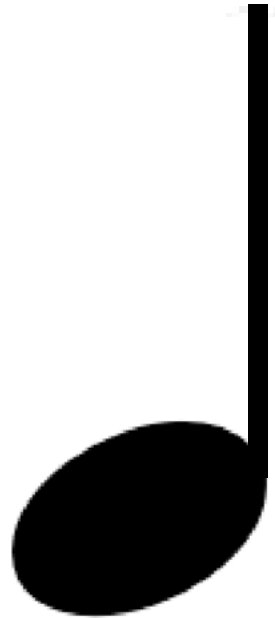


HAPPY

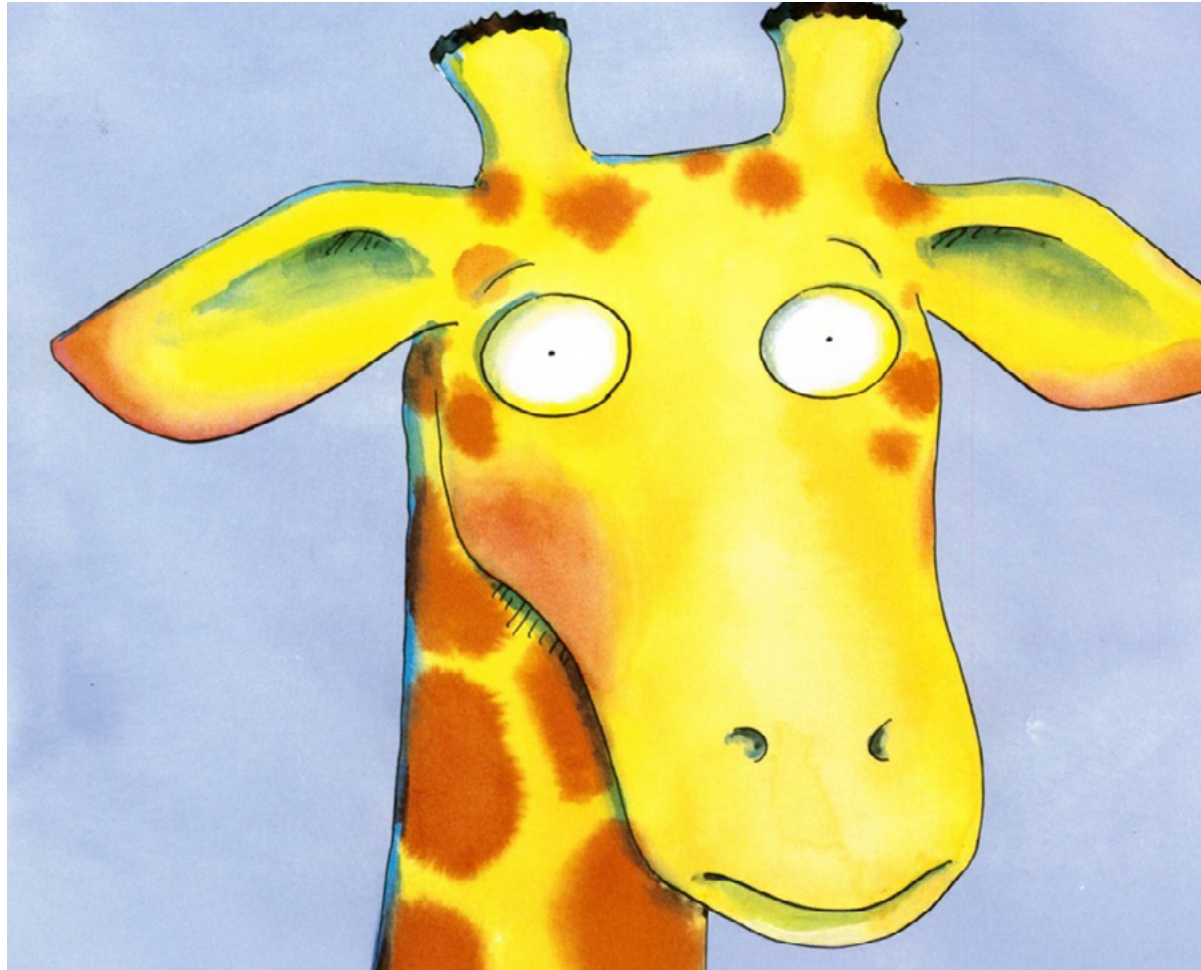
# DANCE



# DANCE



# GER-ALD



# GER-ALD



# SHHH



**SHHH**



**DANCE**



**DANCE**



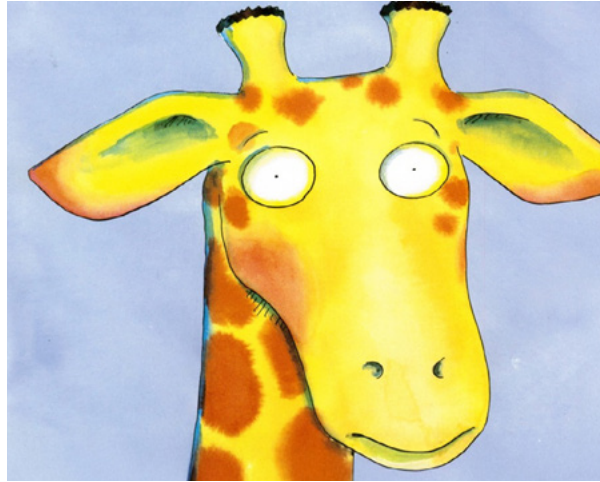
**DANCE**



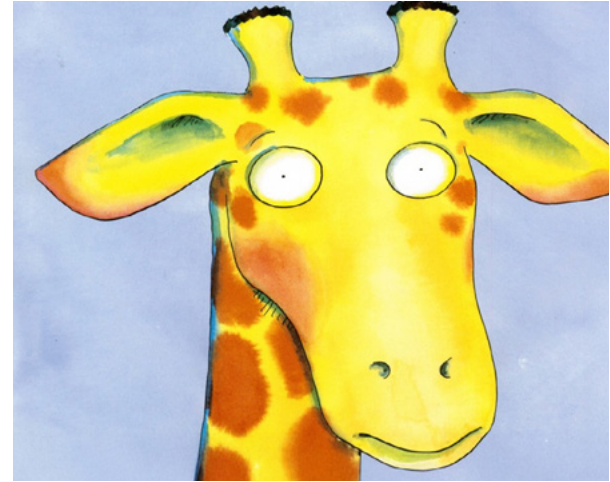
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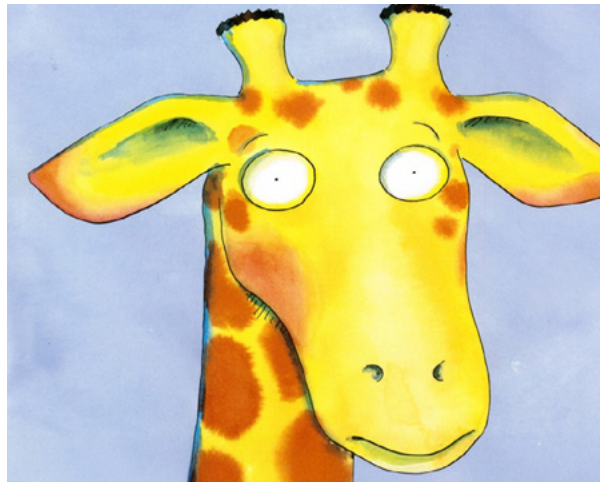
**GER-ALD**



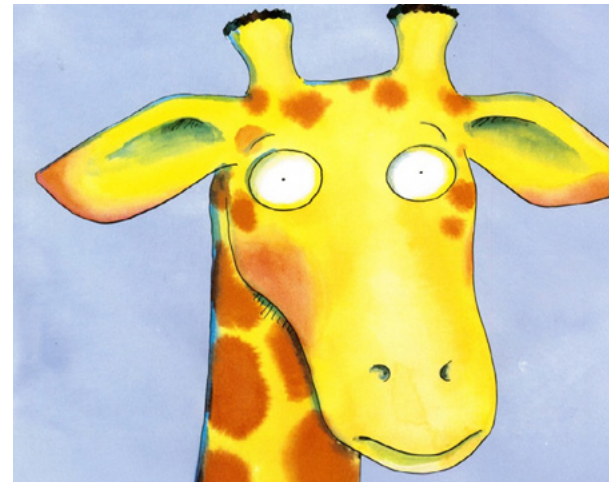
**GER-ALD**



**GER-ALD**



**GER-ALD**



**SHHH**



**SHHH**



**SHHH**



**SHHH**

