

Teacher Edition

Dancing Dudley

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Illustrated by Steve Axelsen



alphakids



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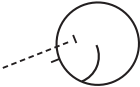
How to use this book

Before reading: Talkthrough




Talk through the book with the children. Encourage them to predict the text from the cover and pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights:

- Verbs used to give a sense of movement: whirled, twirled
- Use of similes: 'he whirled like a tornado'

Vocabulary

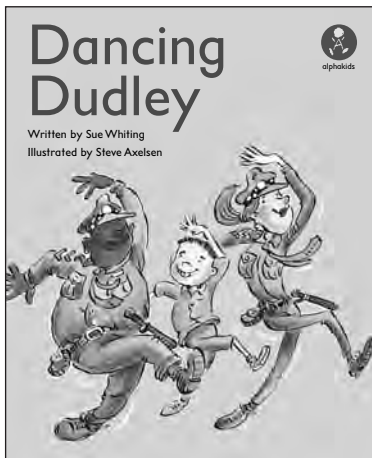
danced, dance, dancing, whirled, twirled, morning, night, tornado, path, ramp, robbers, police station

Setting the context

Ask: *Do you like to dance?
When do you dance? How do
you dance?*

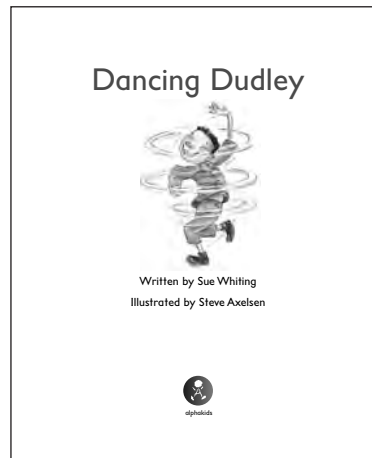
Introducing the book

*This book is called 'Dancing
Dudley'. It is about a boy
called Dudley. He loved to
dance. He danced all the
time. His parents were
worried about his dancing,
until one day Dudley saved
the day with his dancing.*



Front cover

*What kind of book do you think this is?
Fiction or information? Why do you think
that? Why do you think that Dudley is
dancing with the police officers?*



Title page

*How is Dudley dancing? Why has the
illustrator drawn swirly lines around
Dudley? What is he trying to tell us
about Dudley's dancing?*

Point out the name of the author, the
illustrator and the series logo.



Talkthrough

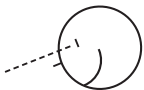
The book tells us that Dudley loved to dance. It says that his dancing was a whirling and twirling type of dance. Can you find the words ‘whirled’ and ‘twirled’? What did you look for to find the words? What did you think about? What do you notice about each word? How are they the same? How are they different?

What do you think will happen next in the story?

Turn to pages 4–5.

Who are the two people watching Dudley dance? What do you think they will say about Dudley’s dancing? Why might Dudley’s dancing annoy them?

What do you think will happen next?



Observe and support

Can the child use an understanding of letter/sound relationships to check words?

You read, ‘You must stop dancing and whirling and twirling.’

How did you know which word said ‘whirling’ and which word said ‘twirling’? What did you look at? What did you think about?

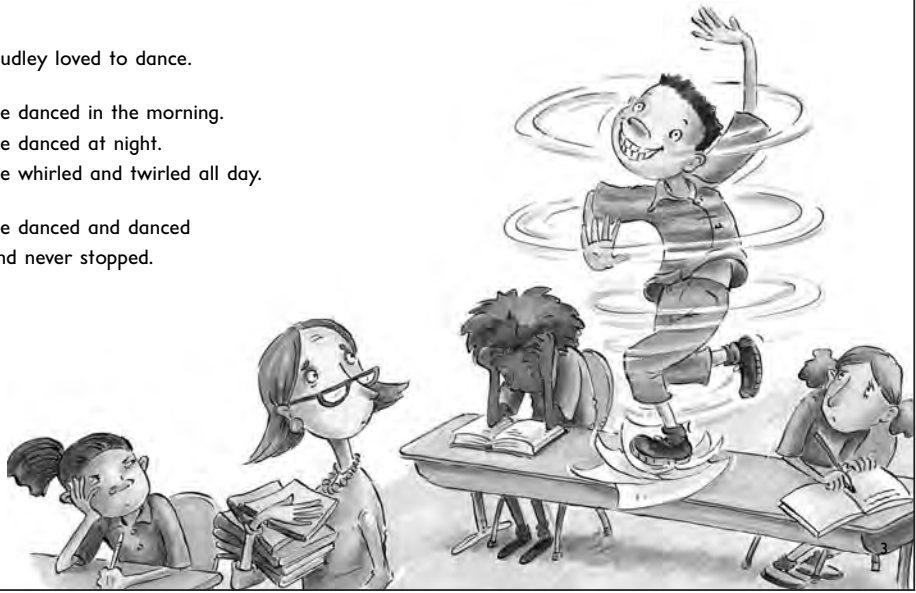
Dudley loved to dance.

He danced in the morning.

He danced at night.

He whirled and twirled all day.

He danced and danced
and never stopped.



Dudley's mother was worried
about his dancing.

'You must stop dancing and whirling
and twirling,' she said.

But Dudley grinned and kept on dancing.

'Your dancing and whirling and twirling
is driving me crazy!' yelled his father.

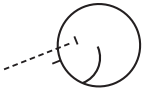
But Dudley laughed and kept on dancing.





Talkthrough

*What has happened now? How fast is Dudley dancing?
Where has Dudley's whirling and twirling tornado dancing
taken him? What do you think will happen next?*



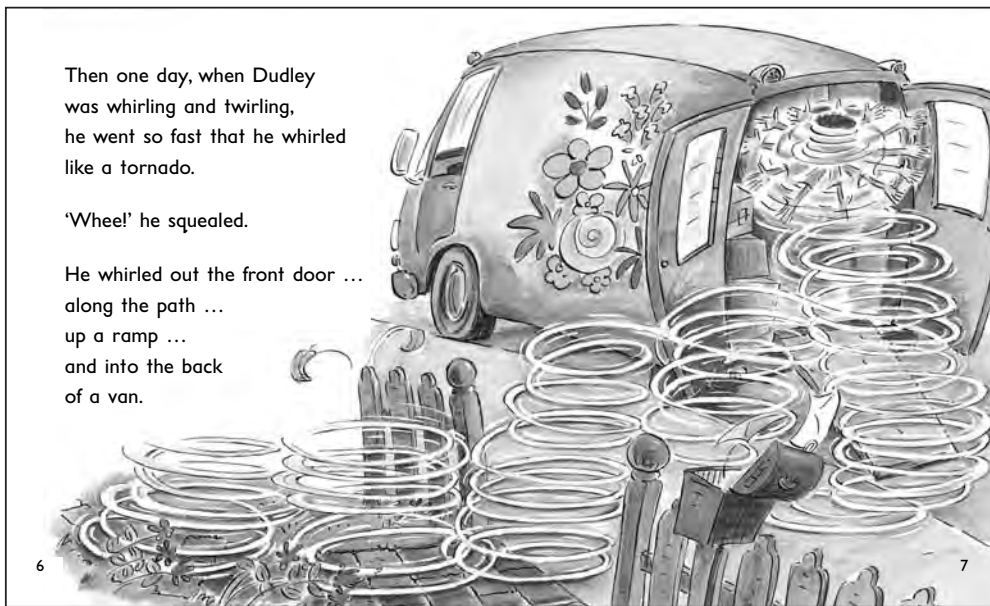
Observe and support

*Can the child interpret the text?
What does 'whirled like a tornado' mean? How do you
know?*

Then one day, when Dudley
was whirling and twirling,
he went so fast that he whirled
like a tornado.

'Wheel!' he squealed.

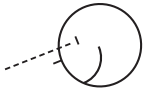
He whirled out the front door ...
along the path ...
up a ramp ...
and into the back
of a van.





Talkthrough

What has happened? Was your prediction correct? Who are the two big scary men? Why do they have lots of boxes of TVs, video players and toasters in the back of their flower van? What will happen next?



Observe and support

Does the child pay attention to the punctuation to support expressive reading?

Point to the speech marks.

What do they show? How might your voice sound to show that the robbers are talking?

He whirled into two big men
who looked very scary.

They grabbed Dudley and said,
'Who are you?'

Dudley gulped.
'I'm Dudley. Who are you?'

'We are robbers!' they said.



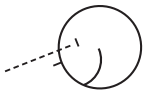


Talkthrough

What has happened? Why do the robbers have a rope? What will Dudley do?

Turn to pages 12–13.

What has happened to Dudley? What is he doing? What are the robbers doing? What will happen next?



Observe and support

Does the child check a range of information on the page to assist with problem-solving?

I noticed that you looked at the illustration as you were working that out. What did you notice that helped to work out that sentence?

'Let's tie him up!' said the robbers.

Dudley shook with fear.

Soon his shaking
turned into whirling ...

His whirling turned into twirling and ...



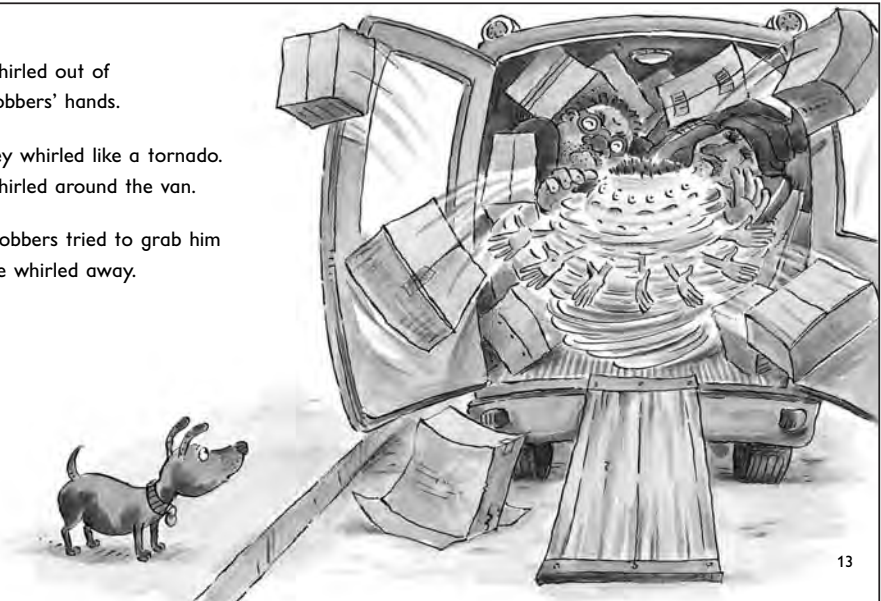
10

11

He whirled out of
the robbers' hands.

Dudley whirled like a tornado.
He whirled around the van.

The robbers tried to grab him
but he whirled away.



12

13

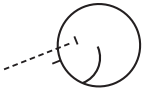


Talkthrough

What has happened? Were your predictions right? Why is Dudley smiling? Why can't the robbers get out of the van? Where will Dudley go now?

Turn to page 16.

Where did Dudley go? Why are the police officers dancing with Dudley? What has happened to the robbers?



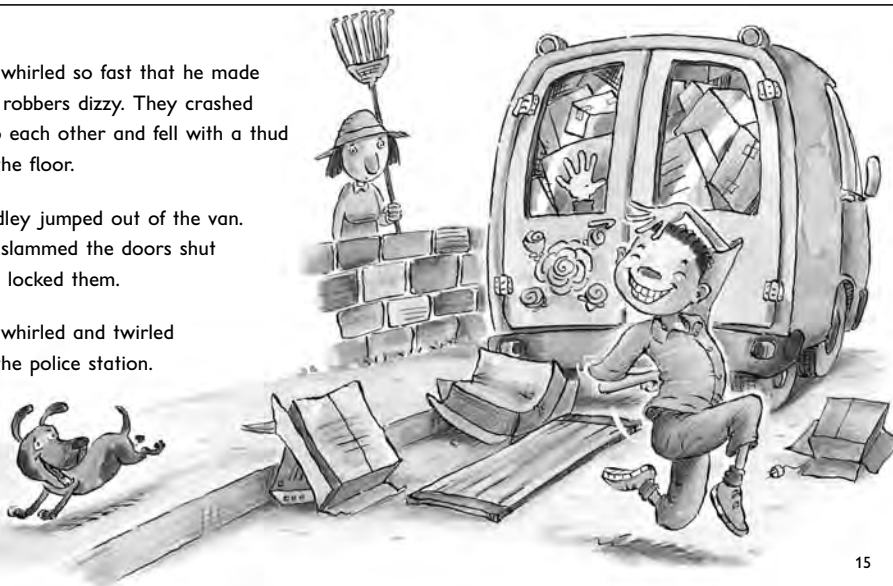
Observe and support

Can the child use the illustrations to interpret the text?
Why were the police very happy? How did Dudley's dancing save the day?

He whirled so fast that he made the robbers dizzy. They crashed into each other and fell with a thud to the floor.

Dudley jumped out of the van. He slammed the doors shut and locked them.

He whirled and twirled to the police station.



14

15



The police were very happy with Dudley. Dudley's dancing had saved the day!



16

Dancing Dudley

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

Why were Dudley's parents worried about him dancing?

Why did Dudley like to dance?

The book says 'he whirled like a tornado'. What does this mean?

Being a code breaker

Children may like to explore the following language feature:

- Words with suffixes: whirled, twirled, squealed, danced, stopped, grinned, driving, laughed, dancing, dressed, looked, grabbed, gulped, robbers, shaking, crashed, jumped, slammed, locked.

Being a text user

What kind of book is this? How do you know?

Did you like the book?

Who would you recommend it to?

Being a text critic

What does the author think about boys who like to dance? Do you agree?

Do real boys like to dance like Dudley?

What makes you say this?

How would the story have changed if the author had chosen a girl as the main character?

Responding to text



Children could work in cooperative groups to practise and perform a choral reading of the book. Encourage the addition of sound effects and supporting rhythmic accompaniment.



Children could write a further adventure for Dancing Dudley. These could be published as class books or as slide shows.



Children could develop their understanding of alliteration by making up titles for books about themselves and others, e.g., 'Racing Rebecca', 'Whistling Walter'. These could be illustrated to show what such characters could do in a story.

Writing links

Shared writing

List a range of verbs: running, kicking, swimming, dancing. Select one verb, e.g., running. Write a descriptive sentence:

Rebecca ran tripping and flipping down the path.

Talk about how using words like 'tripping' and 'flipping' creates a picture in our minds.

What picture do we get of Rebecca in this sentence?

Create more descriptive sentences together using other verbs from the list.

Independent writing

Have the children write about someone doing something active. Encourage them to use words to describe how they were doing this. Other children could act out the way this action was taking place.

Assessment

Can the child:

- Identify some verbs used in the text?
- Explain how the illustrator has shown that Dancing Dudley is moving fast?
- Read the text expressively?



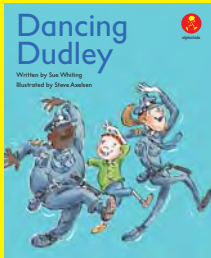
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Humour

Curriculum link: English

Text type: Narrative

Reading level: 17

Word count: 249

Vocabulary: danced, dance, dancing, whirled, twirled, morning, night, tornado, path, ramp, robbers, police station

Possible literacy focus

Investigating the use of verbs in the text to suggest movement.

The use of illustrative techniques to suggest movement.

Using punctuation and an understanding of the plot to support expressive reading.

Summary

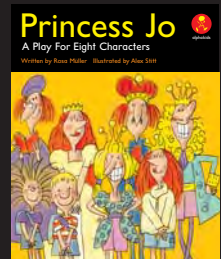
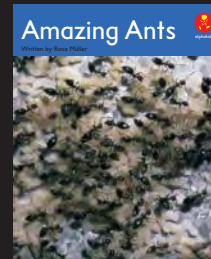
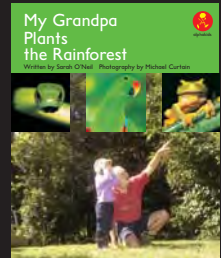
This book is a narrative about a boy who loved to dance. One day his dancing comes in handy, as he is able to stop two robbers and save the day.

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Other books at this level



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