



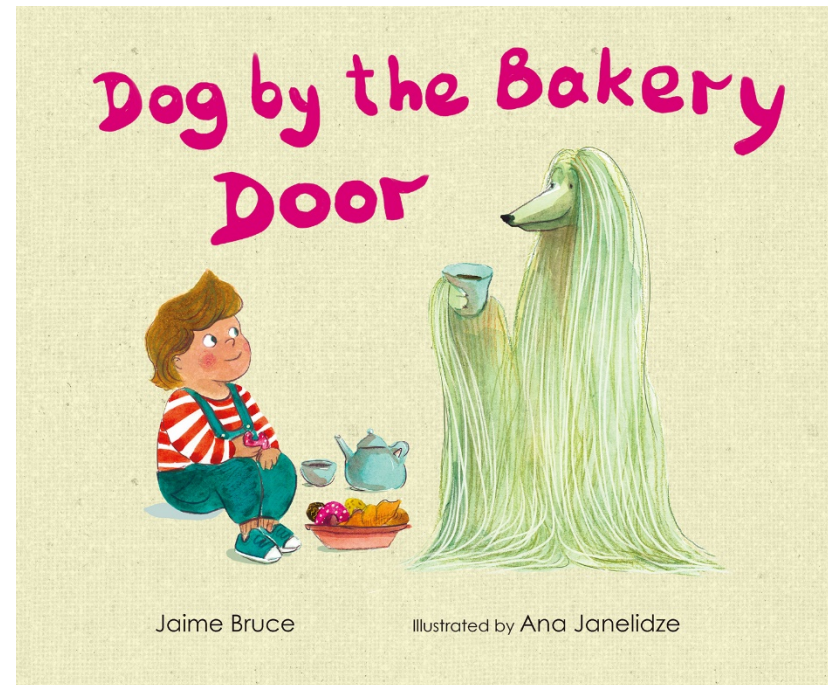
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Dog By The Bakery Door Teaching Notes

Author: Jaime Bruce
Illustrator: Ana Janelidze

Synopsis:

On an ordinary morning, Rudie and his mother visit a bakery. As they sit outside with mum enjoying a coffee, customers arrive with their dogs. As Rudie observes, each reveals an unexpected talent. From juggling, playing a ukelele and even ordering a pastry, these dogs are full of surprises. This charming rhyming story features warm and playful artwork that reveals the extraordinary in every turn of the page.



Teacher's Guide
DOG BY THE BAKERY DOOR
by Jaime Bruce

This teacher's guide is intended for use in early years foundation stage up to Year One. It covers ideas for learning as a class, and also as individuals, through play-based set up, and mark-making/writing opportunities.

Reasons for creating Dog By The Bakery Door/Notes from the author/illustrator:

“I spent a lot of time as a new mum walking Rudie in his pram to cafes nearby. He was always happy watching the people and dogs that would come and go as I had my morning coffee. I don't much like dogs! I am more of a cat person. So, when Rudie's face lit up at the sight of all kinds of dogs, I started to wonder if Rudie and I were seeing the same thing. Could Rudie see these dogs doing things when I was distracted? Were they showing tricks and skills to only Rudie or could other children or adults see it too? And so, Dog by the Bakery Door was born.”

– Jaime Bruce.

Themes/this text as a tool for teaching:

Dog By The Bakery Door offers young readers the chance to see a familiar scenario through the eyes of both Mama and little Rudie. It plays with themes of imagination and the difference between the way adults and children think about or see the world. The structure of the text means young readers can anticipate that a reveal will occur predictably as each dog appears, become confident and familiar with the text, and grow their knowledge of rhyming words. The setting of Dog By The Bakery Door is well-known to children, as are dogs in all locations in their everyday life. This allows readers to imagine themselves in the story and be playful with their innovation of the text or imagining other places and animals Rudie might encounter. Will Mama ever notice what the dogs are doing? What might she say if she did! Do you ever see amazing things that your parents don't.

QUESTIONS/ RESPONDING TO THE TEXT
Before reading, During Reading, after reading.

Foundation – Year 1: Here are some suggested questions you might like to ask before beginning the text, as you read the text, and after. These are to promote discussion and as a result may have multiple answers.

Before Reading

- What might this book be about? Let's look at the cover, what do you notice?
- What is sold at a bakery?
- Who might the characters be?

During Reading

Literal Questions/using the text and pictures.

- What time of day have Rudie and Mama visited the bakery?
- What did the little boy buy for his dad?
- What did Rudie see the Dalmatian do?
- What did the artist's dog show Rudie it could do?
- What was Mama doing when Rudie was listening to the Dancer's dog?

After Reading

Inferential Questions/ Tell me how you know that?

- Do you think Mama is interested in dogs or not? How do you know?

- Why do you think there are so many dogs at the bakery café?
- Do you think the dogs are really doing all those things, or is it Rudie's imagination? Why do you think that?
- Does Rudie want to leave the café or is he happy watching the dogs? How do you know?

By Myself Questions/ reflection and real-world experience.

- Have you ever seen something that your mum or dad didn't notice?
- What would you do if you saw a dog knitting a jumper?
- If you had a dog, what amazing thing would you like to see it do?
- Do you think Rudie sees all animals do these things, or only dogs?
- Why doesn't Rudie tell his Mama about what he sees the dogs doing?
- What would Mama say if Rudie could tell her what he saw.

ACTIVITIES AND IDEAS

Foundation- Year 1: Here are some suggested ideas to explore the text, innovate the text and enjoy the text. Activities can be adapted to suit foundation stage or year one depending on the children's abilities and interests.

Literacy/Innovation of text:

Prompt: What if Rudie and his Mama visited the zoo, the farm or the aquarium? What might his Mama see, and what might Rudie see? What other animals might Rudie see doing amazing things? Make a list together of animals and amazing things.

Complete as a class. First think about what animals do we know? What animals live on a farm, a zoo, at the aquarium? Then focus on thinking creatively about what the animals might do. Teacher can initially create the list of animals and amazing things, and then later model writing (as an example)

Mama saw a lion. Rudie saw the lion cooking.

Or

Mama saw a parrot. But, Rudie saw the parrot reading a book.

Small World:

Set up play-based opportunities to act out the story using ideas from the text. A dolls' house/ little shop with dog figurines or soft toys, a Rudie and a Mama, people figurines, pastries and other small props.

Home Corner/Role Play:

Provide dress-ups of different customers that may visit the bakery café, pretend pastries, various dog soft toys, leashes and collars, strollers for Rudie...anything that might support acting out the story independently. The home corner itself can become the bakery café from the story.

Drama/theatre:

Work in small groups to act out the story. Make puppets of the dogs, people, and Rudie and his Mama to make a small theatre. Construct and decorate a Bakery café from a box as the setting. Imagining Rudie could talk, come up with a conversation between Rudie and his mama. What would Rudie say was going on and would Mama believe him? Write it down and then take turns reading these dialogues aloud to the class. Create a play to perform to parents.

Mark-Making:

Provide scissors, animal magazines, images of dogs and large paper for children to cut out their own animals. Children might also like to cut out Rudie and his Mama to include in their work. Encourage children to write the initial sounds of the animals they have chosen (b for baboon, c for crocodile).

Creative/Art:

'What can Rudie see this dog doing?' Provide images of various dogs in black and white along with collage materials, scissors, pens, glue and speech bubbles (optional). Children can then decorate a dog picture showing what the dog is doing according to Rudie.

Make props and costumes to accompany role-play. Bakery items can be made from salt dough to later paint, masks can be decorated in collage or paint, children can create bakery signs and labels.

Author Bio:

Jaime Bruce studied Education at the University of Melbourne, before completing courses in early years arts education, painting, and play therapy. Whilst living in London, she worked as a teacher and teaching assistant at a primary school and spent weekends wandering up the canal to Broadway Market. After almost a decade abroad, Jaime moved back to Melbourne and is now often spotted in the park with her toddler, eating a pastry, sipping a coffee, and watching the dogs run by.

Illustrator Bio:

Ana Janelidze is an early childhood education specialist and children's book illustrator living in Tbilisi, Georgia. With an MA in Children's literature and Illustration from Goldsmiths, University of London, she has illustrated several picture books. Ana uses traditional and mixed media techniques to create memorable characters and dramatic compositions that represent child empowerment and play with intertextuality and humor.