

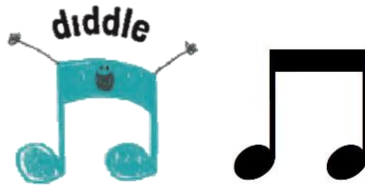
The Diddle That Dummed

Teacher Notes

Names and Numbers:

Beats in a name –

- After reading the story, focus on the pattern of diddle as 2 claps: didd-le. Can the children clap along?
- Look at how the diddle is drawn as a musical note. These notes are called quavers.



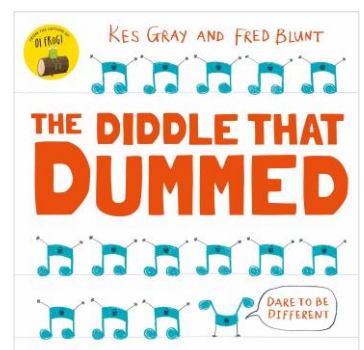
- Look at the two spots that show the sounds.
- Model with your own name. How many claps do you need? You could draw the quavers to go with it (e.g. Heather = 2 claps).



HEATH ER

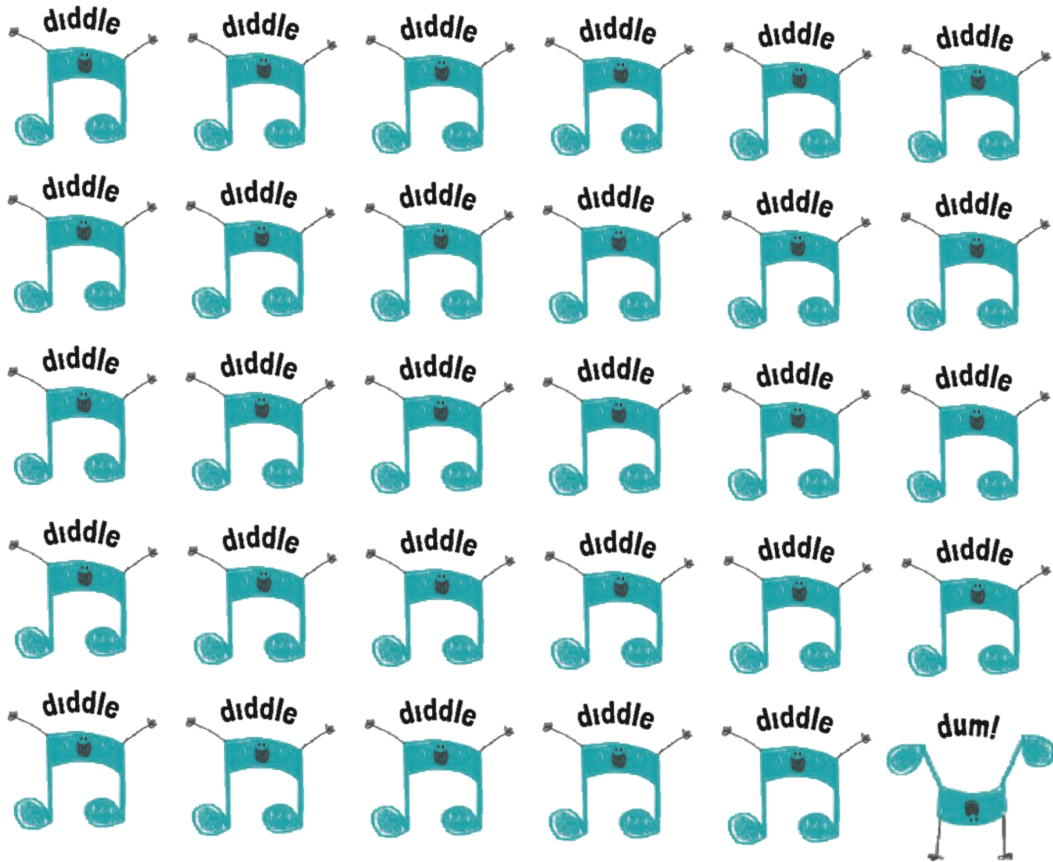
- Try out some names in the group. Mix it up those with 1 syllable and more than 2.
- Try a mirroring activity, where the adult claps the name, then the group copies.
- Follow up by asking children to draw their own name in notes.

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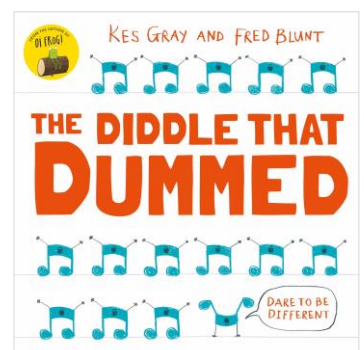


Number of Notes –

- How many diddles are on a row?

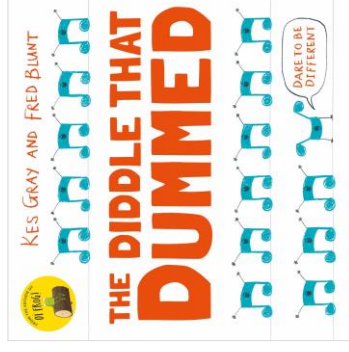
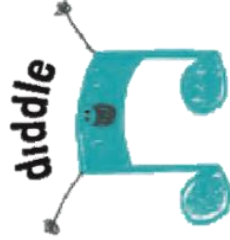
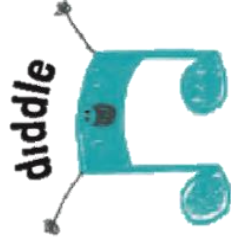


- Use the 'How Many Diddles?' sheet to allow children to practise writing numbers 1-6 in order.
- Use the 'Ordering the Diddles' sheet to allow children to practise ordering the numbers.
- Look at the bottom row of 5 diddles and 1 dum. Explain that this shows us $5 + 1 = 6$. Try out other ways of making 6 with diddles and dums using the card sheet. Can children find all the ways by working logically and changing only one at a time?



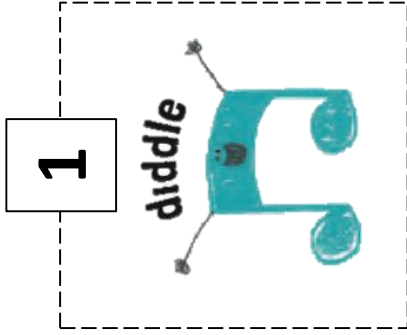
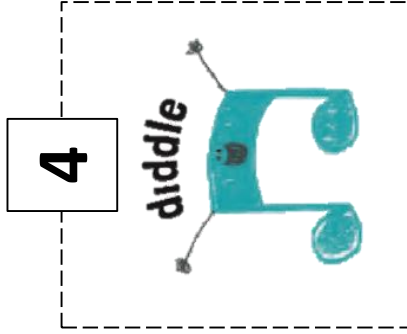
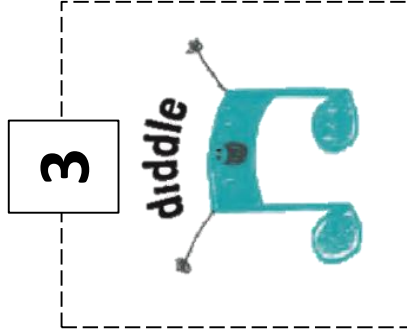
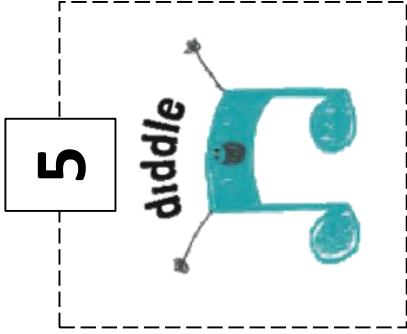
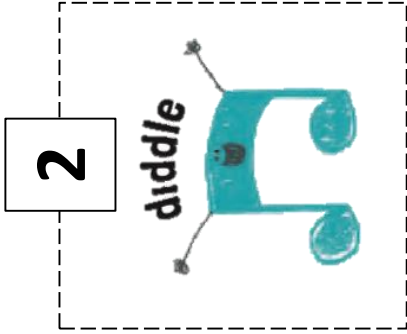
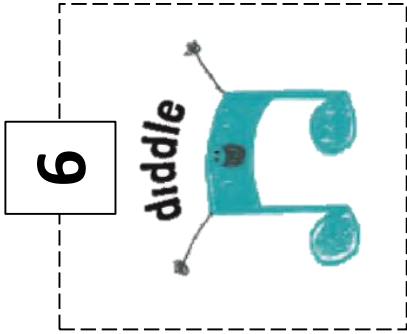
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How many diddles?



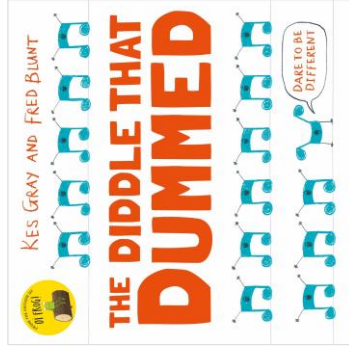
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Ordering the diddles!



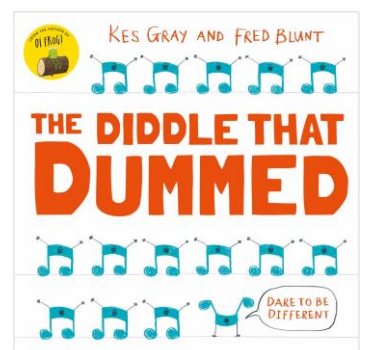
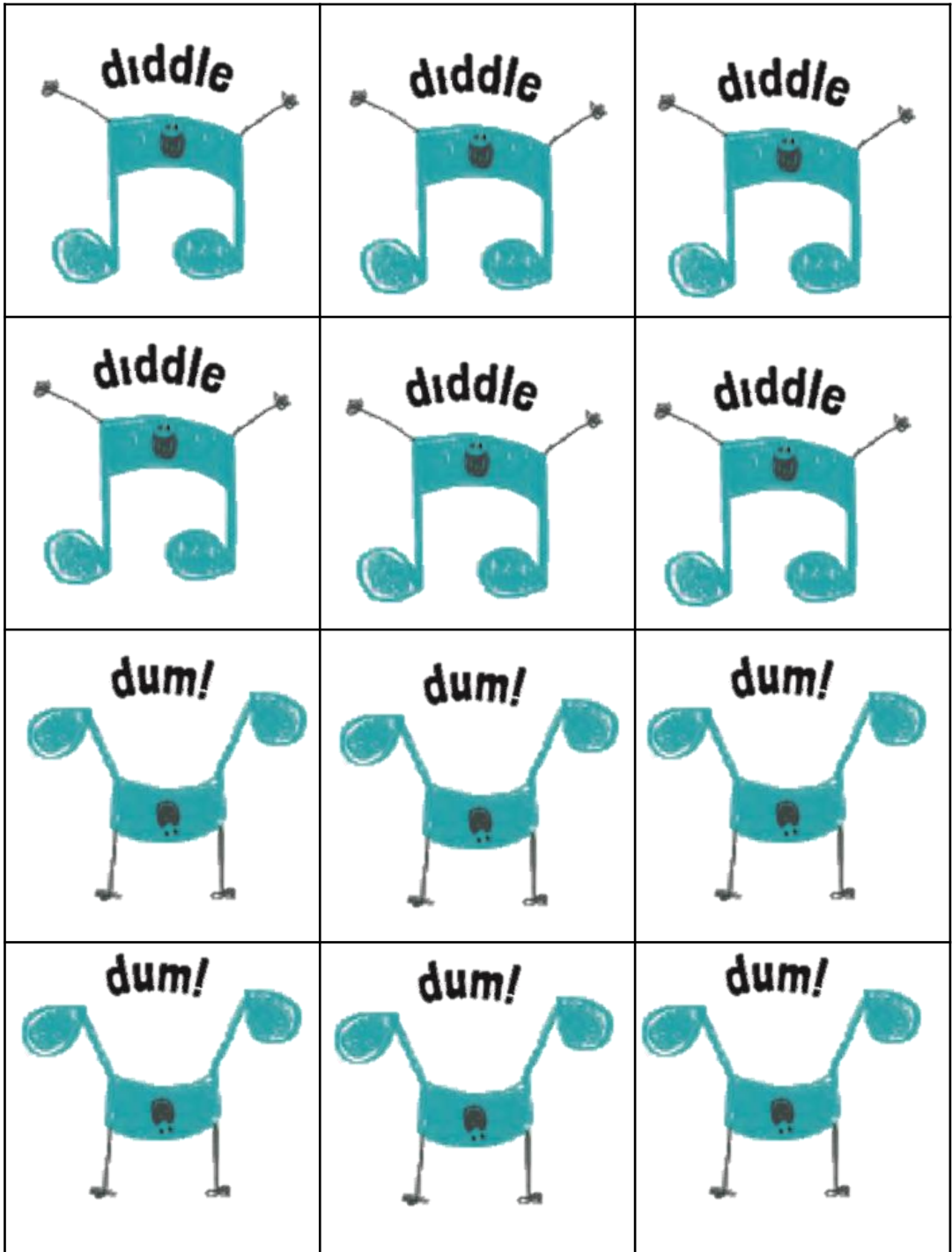
How many make 6?

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These cards can be printed and cut up ready for children to use in different mixtures to make 6 in different ways.

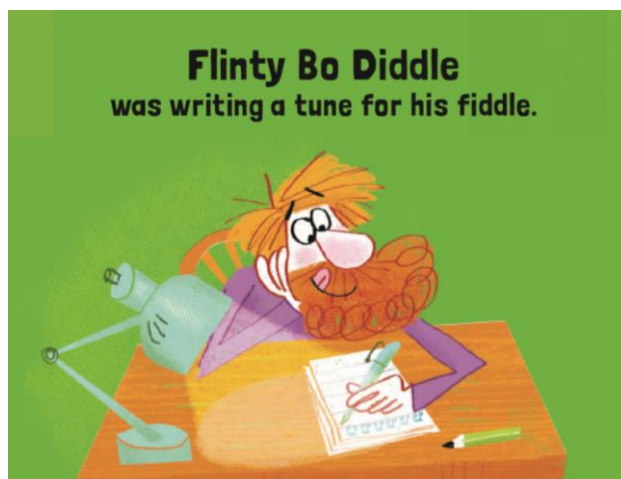


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Rhyming Fun:

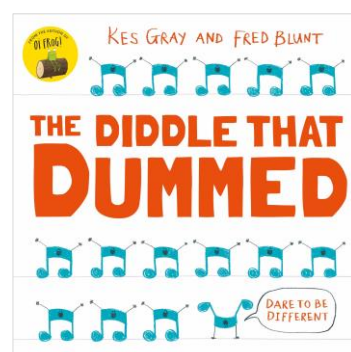
Rhyming names –

- After reading the story, focus on the lead character's name.



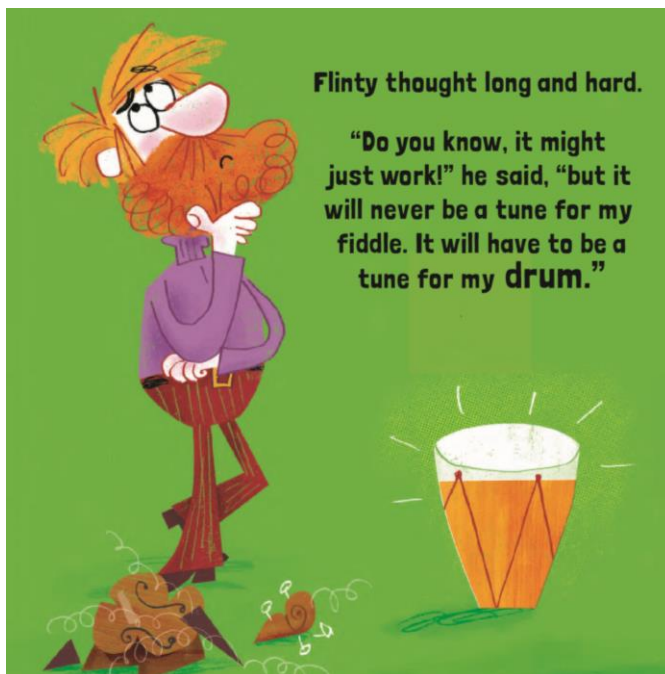
- Look at the rhyme with *Diddle* and *fiddle*. Highlight the parts of the word that make the same sound (the rhyme) – iddle. Look at the parts that are different (the onset) – f and D. Discuss these as initial sounds.
- Try passing on a rhyming string around the circle – fiddle, diddle, piddle, hiddle, riddle.....
- Make it clear that his name rhymes with his instrument.
- Collect some instruments from your classroom, or images of instruments. Can the children name them? What sounds do they make?
- Try to think of who might play them. Give children some examples: John Jim Gum was writing a tune for his drum; Milly Mo Datar was writing a tune for her guitar.
- Children may like to create some drawings of the characters they have designed featuring the instruments they play.

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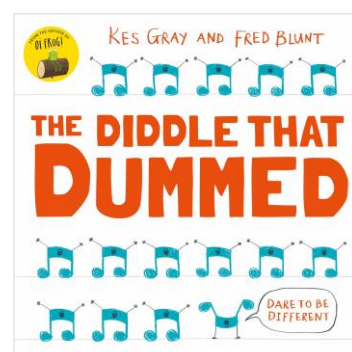
Rhyming names –

- Focus on the sound of the instrument that rhymes with it.



- Start a shared poem by writing down ‘A fiddle makes a diddle’, then on the next line ‘A drum makes a dum’
- Use your classroom instruments to help generate a shared poem, e.g flute and toot.
- Try performing the poem as a group.

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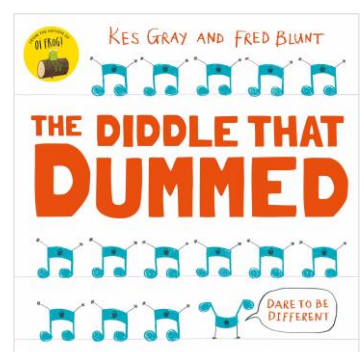
Working with Words:

Collecting words –

- After reading the book through once, go back to each point that Flinty is angry and grumpy.
- Pick out how he speaks each time. Discuss these words and how the illustrations show the reader he is very angry.
- Encourage children to do the actions of the character. Can they shout, gasp, growl? Model for them first and then ask them to copy.
- Try ordering the words. Which is most grumpy? Least grumpy? What happens to Flinty in the story? Does he get angrier or less angry?
- Use the collected words to play a game. Children can choose a word and act it out. The rest of the group has to pick out which word it is.

	shouted
	gaped
	growled
	hollered
	raged

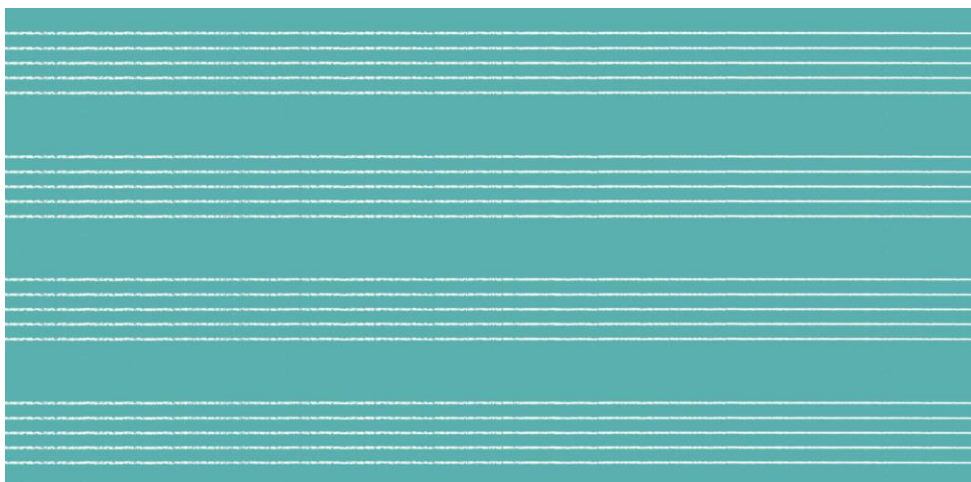
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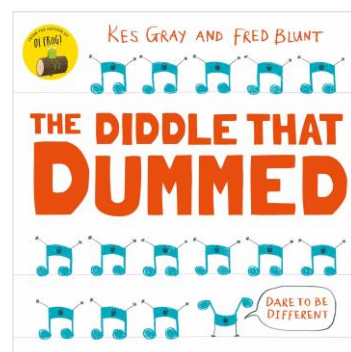
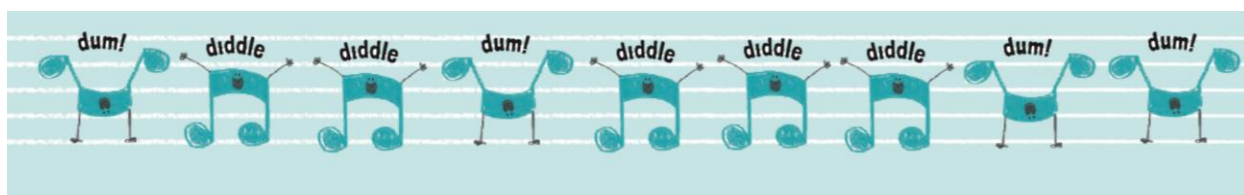
Create and Perform:

Composing -

- After reading the story, discuss Flinty's job or hobby as a composer. What does a composer do? Why? Think about how people respond to music and when people listen to it. Do children want to create their own tunes?
- Look at the endpapers. Have children seen these before? The endpapers show a musical stave. This is where we sit notes to tell the musician how to play them. Count the lines on each stave. Show that we 'read' along a stave the same way we read along a sentence and then start a new line.

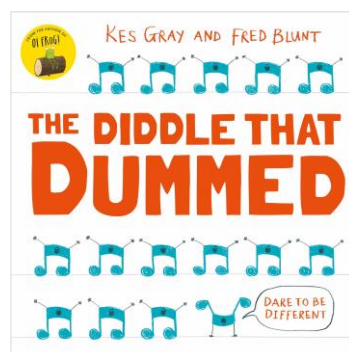
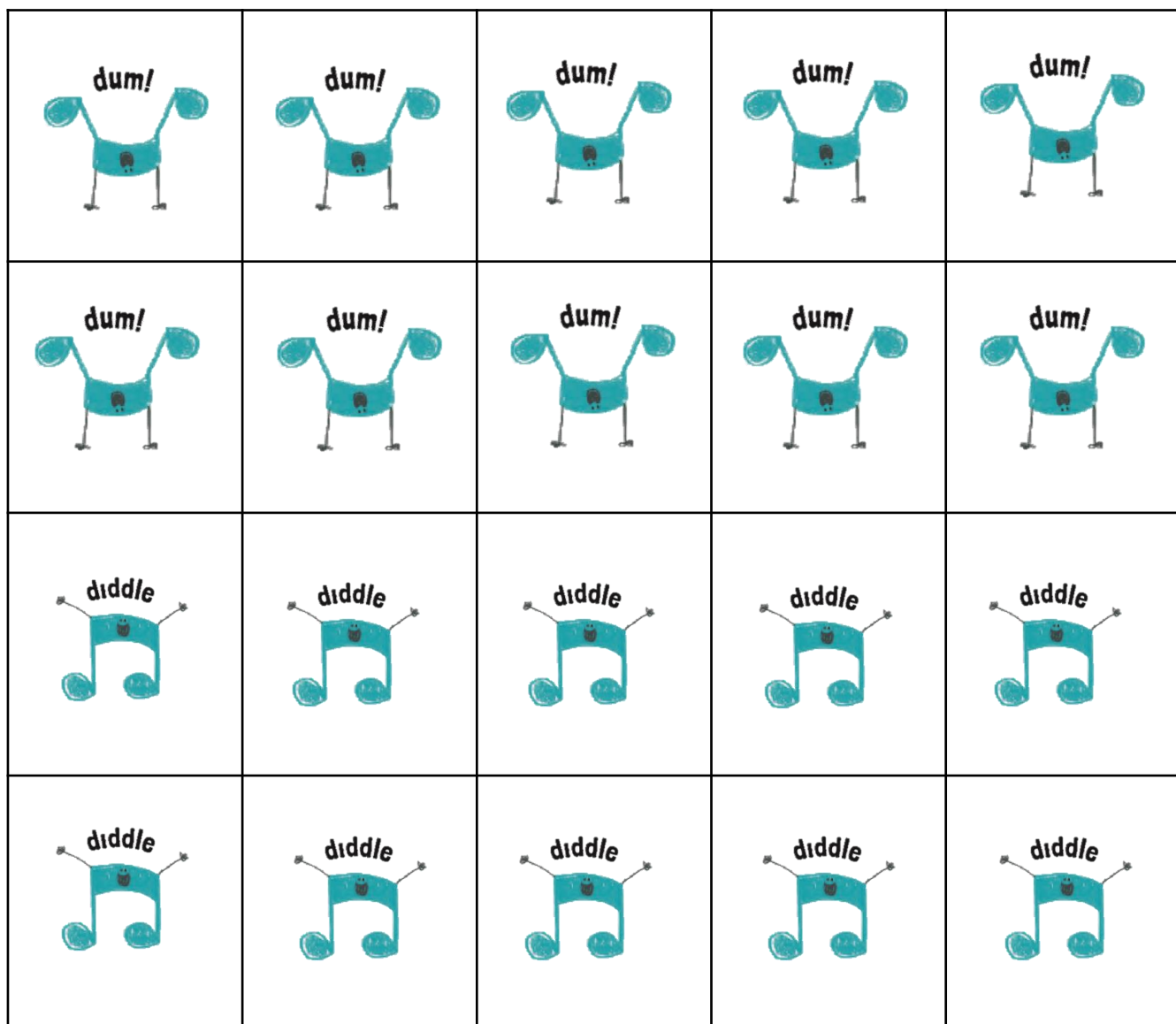


- You may wish to show children how to draw a crotchet to show the dum sound, but it's probably appropriate to just use the images in the book at this stage.
- Model creating your own tune with diddles and dums. Then perform either with voice, claps or a percussion instrument from the classroom. For example:



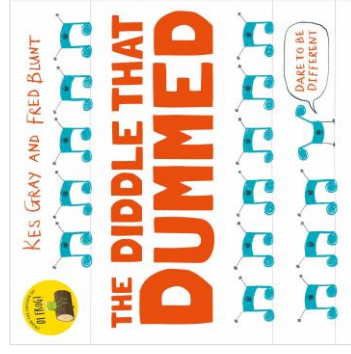
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- Allow children to create their own with the pre-printed diddles and dums or to draw them themselves. You could also try placing counters on a stave, too.
- Give children time to practise their compositions, then perform to others.
- You may wish to record children so they can watch themselves back on a big screen, or share with families at a parents' event or on school social media.
- Encourage children to say what they like about each other's performances and what they could do to make them even better.



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My Diddle Dum Composition



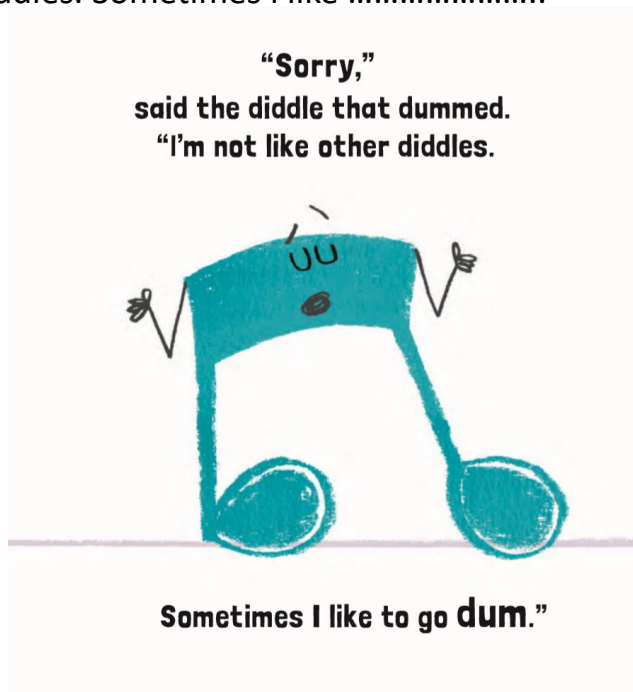
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Dare to be Different

Discussion Time –

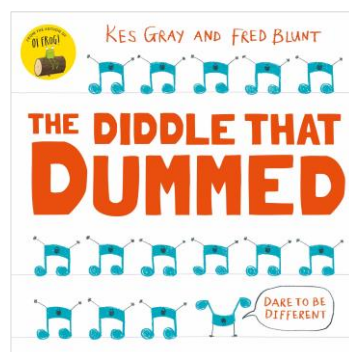
- After reading the story, discuss what it's like to be different.
- Ask children to think of a time they wanted to do something different to everyone else. You could offer an example here, e.g. when all the children wanted to go and play in the mud kitchen, but you wanted to go inside and get warm. Discuss how it made them feel.
- Now, ask children to think of something that makes them unique and different. It might be their love of dinosaurs, their love of drawing, what they wear, what they eat etc... celebrate their differences.
- Ask children if the diddle that dummed was happy being different.
- Give children the structure to support their oracy:

"I'm not like other diddles. Sometimes I like"

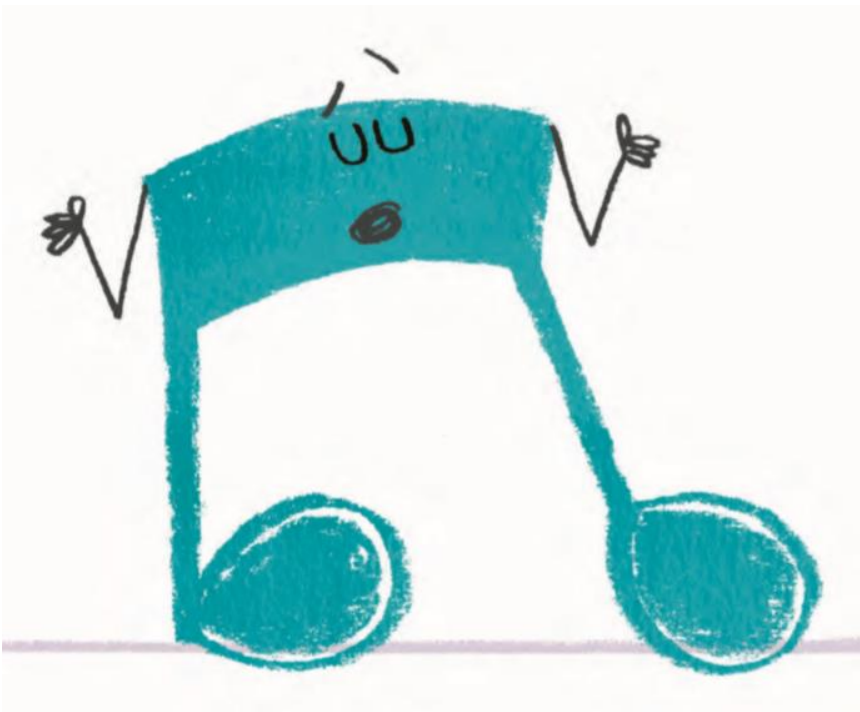


- These contributions could easily be turned into a display to celebrate identity, uniqueness and acceptance.

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I'm not like other diddles. Sometimes I



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