

Dancing with Memories

AUTHOR

SALLY YULE

WITH

PROFESSOR RALPH MARTINS AND MAGGIE BEER

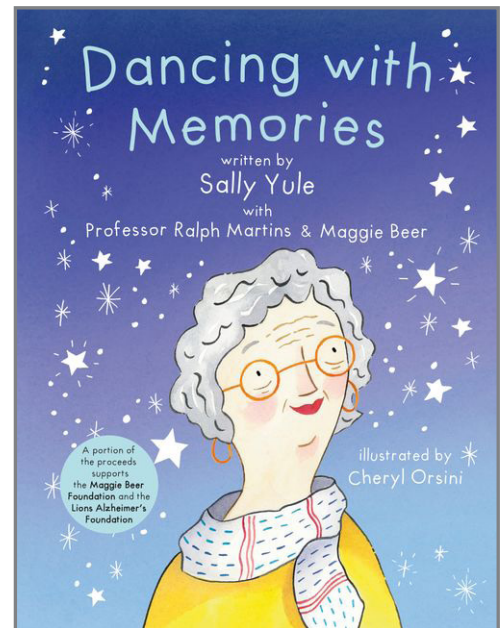
ILLUSTRATOR

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RECOMMENDED FOR: Lower to Mid Primary



SYNOPSIS

Meet Lucy.

Lucy lives with dementia.

She wishes she didn't, but she does.

Her brain has changed, but she is still Lucy.

Thank goodness she has a brain AND a heart.

A moving and heartfelt picture book for young children and their families, to help them navigate the changes that come with living with Alzheimer's disease.

ABOUT THE AUTHOR

Sally has worked in health and aged care for more than twenty-five years. With her siblings and care team, she supports her parents who live with dementia. *Dancing with Memories* is her first children's book and seeks to give children agency and understanding as they support people living with dementia in their family or community. Sally lives in Sydney's Inner West with her husband Rod.

ABOUT THE ILLUSTRATOR

Cheryl Orsini is the much-loved illustrator of *The Fairy Dancers*, *The Tales of Mrs Mancini* and *The Magic Bookshop*. She has illustrated more than thirty children's books, and her work regularly appears in magazines and exhibitions. For more, visit www.cherylorsini.com.

STUDY NOTES

- Before reading the story, discuss the following questions:
 - What might this book be about?
 - Who do you think the person on the front cover is? Do you know anyone who looks like the person on the front cover?
 - What's a memory? Are memories important?

- How might someone 'dance with memories'?
- Read pp 1–6, then answer the following questions:
 - What does it mean when it says 'Lucy's house is full of memories'?
 - What is special about today?
 - Lucy's doctor says she has dementia. Do you know what this means? Do you know anyone with the same illness?
- Identify high frequency words within the story, such as: and, I, that, with, me, them, get, to, but, have, my, look etc. After you have identified as many as you can, use the words in your own sentences.
- Who is the story about? What problem occurs in the story? How is the problem solved? Use appropriate metalanguage for examining the structure of the narrative: Ask students to map out the story using Orientation, Events, Complication, and Resolution.
- Look at pp 25–26, then answer the following questions:
 - How do we know this is not part of the story about Lucy?
 - Professor Ralph suggests three things that everyone can do to look after their brains. What are they?
 - Ask students to write their own basic informative text using question and answer format, like in the book.