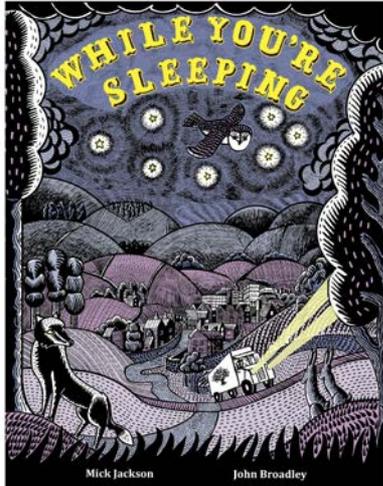


Classroom Resources



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While You're Sleeping

Mick Jackson and John Broadley

BOOK SUMMARY

Have you ever wondered what's happening in the world while you're asleep in your bed?

There's a whole world of activity out there — from bakers preparing bread and cakes for your table and firefighters waiting patiently for a call, to hospitals helping people have babies and caring for those who are ill. There are lorry drivers making deliveries of food, flowers, toys and more, and postal workers sorting the mail for your morning delivery. There's also wildlife such as foxes foraging, bats flying, and owls hunting for prey. And then around the world there are children who are playing, learning, eating and reading while you're tucked up fast asleep.

This is the perfect book for bedtime, opening up a whole world of wonder and imagination for children, and providing food for the imagination if they wake in those early hours. Beautifully written, with lyrical prose, the illustrations are packed with detail.

KEY LEARNING OUTCOMES

- ACELA1518
- ACELT1524
- ACELT1613
- ACELT1617
- ACELT1618
- ACELT1711

THEMES

- Imagination
- Discovery
- Identity
- Multi-modal texts

Recommended Ages: 7-13+

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Before Reading

Using imagery to evoke emotion

Composers create emotionally resonant texts using written, auditory and visual languages that encourage emotional responses in audiences. *While You're Sleeping* uses imagery of night time, stars and sleep to evoke a deep sense of imagination and awe in the reader. Throughout primary and high school, teachers show students how to interpret and write about how images evoke feelings, which in turn encourages students to convey certain ideas and feelings through the creation of their own texts.

Activity

Explain and compare the difference between denotative and connotative images.

- **Denotative image:** a literal depiction. The image represents the thing itself. Quickly understood.
 - What are the images below? Do they evoke any feelings or emotions within you? If so, what are they?



Photo by Neven Krcmarek on Unsplash

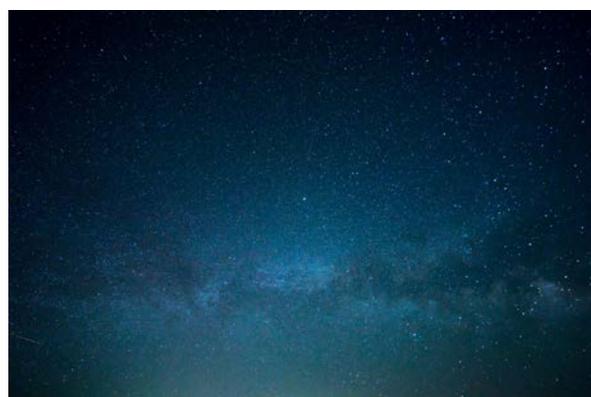


Photo by Wil Stewart on Unsplash

- **Connotative image:** represents or suggests ideas and feelings.
 - Connotative images build metaphors.
 - They carry ideas and encourage feelings. They can be contextually specific and require further analysis to grasp meaning.
 - Adding another element can shape the reception of the image, developing more of a narrative and therefore imbuing the image with further emotional resonance.
 - Creators intentionally shape meaning for an audience to interpret.Show students Vincent van Gogh's painting, *The Starry Night*

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Image by Eric Perlin from Pixabay

- What objects seem familiar in the painting? What impression do they give?
- How are the stars and the moon painted? What is the effect and what does it achieve? Would a realistic representation of the night sky be more effective? Why or why not?
- What feeling does the painting evoke and why?
- Of the three images of the sky, which is your favourite and why?
- With a partner write a paragraph using the following scaffold:
 - Vincent van Gogh's painting communicates ...
 - The imagery of the moon and the stars evokes ...
 - This painting encourages the audience to feel ...
- Invite students to draw their own version of a night sky.
- Ask them to consider what feelings they want to express through their drawing or painting. Remember, they do not have to draw a realistic representation – draw a feeling or an impression.
- When students read through *While You're Sleeping*, ask them to reflect on the images presented and consider what feelings they evoke and why.

Different worlds in existence at the same time in *While You're Sleeping*

This story is about two worlds that exist side by side: the world when we sleep and the world that comes to life while we sleep. The contrasting worlds in this text establish juxtaposition, which is a useful concept to introduce students to.

- Draw a table on the board and ask students to think about their most common dreams and what sorts of jobs are done at night. Compile a list of:
Dreams – common and uncommon
Who works at night?
 - Think about images that could represent those dreams and jobs. Working in pairs, choose from the list of night jobs and dreams and then create a one-minute video of images from the two worlds. Arrange the images and add music to create atmosphere and emotionally engage the audience.

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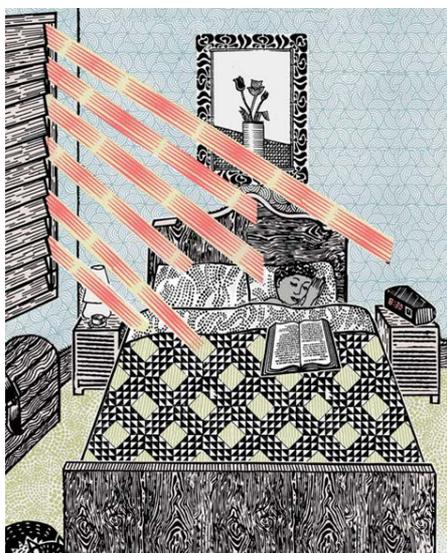
During Reading

Examine the Connotative Images

What are the connotative images on the cover and opening spread?

- How is contrast between colours and worlds used on the cover?
- Overall what does the image on the cover evoke? What feelings does it evoke within you and why? What emotions is the author appealing to? How does the author want you to feel?
- What feelings do the stars on the opening spread evoke within you?
 - Do stars look like the stars in the picture?
 - Why are the stars in the picture different to real stars?
 - What can stars represent?
 - With a partner write fifty words about the feelings the stars evoke. Draw a picture which represents how you see stars.
- The bed – what feelings does the bed evoke within you? With a partner write fifty words about the feelings the bed evokes. Draw a picture which represents how you see your bed. Write a ten-line poem about your bed.
- The sleeping child – what feeling does that evoke within you? With a partner write fifty words about the feelings the child evokes.
- The bunny and the cat – what feelings do they evoke within you? With a partner write fifty words about the feelings the bunny and cat evoke.
- Think about your dreams, the stars, your bedroom, your bed and going to sleep – what images come to mind in your head? Draw your own cover for a picture book entitled, 'While You're Sleeping'. Think about the feelings that you want to evoke in your audience when they look at your book cover.

Representation and impressions of objects



- Analyse this picture from the closing spread of the book – what feelings or sensations does it evoke within you?
- How is the sun represented?
 - Does the sun look like that in real life?
 - Does it matter?
- Write a ten-line poem about the sun coming in your window in the morning. What does it feel like?

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Multimodal features

A picture book is a multimodal text. In multimodal texts, composers add more meaning to a text because they utilise many modes of communication. Three aspects picture books often utilise are: facial expressions and body language/movement, eye movement, gaze; and layout and spacing.

- How do the composers use the different modes of communication to shape meaning?
- How do the creators combine words, sounds, images, facial expressions, space and body language to add to the meaning of the text?
- Perspective created by shots and angles makes audiences feel a particular way. A close-up for example, lets the viewer see the intimacy of a character's emotions.



- What is the gesture in this image? What does the gesture convey?
- How does the composer use images, space and body language to add to the meaning?
- How is language used to add to the meaning?



- What does the gesture in this image convey?
- How does the composer use image, colour, contrast, space and body language to add to the meaning?

- Ask students to reflect on their own life – what are two gestures that are part of their world?
 - A grandparent hugging them
 - High fiving a friend
 - Folding arms
 - Stomping
 - Hands on hips
- What feelings are communicated with each one of these gestures?
- Draw a picture of one gesture. Write a 150-word scene including the gesture. What feeling do you want to communicate? For example, if you wanted to convey a feeling of belonging and achievement, you might have friends high-fiving each other.

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After Reading

What if ...?

Ask students to consider what if they worked at night?

- Write a list of all the jobs that appear in the book that people do at night. Ask students to reflect on how they would handle working at night and what kind of job they would like to do and why.
 - What would be some of the challenges and benefits?
 - How would they get to work and home again?
 - What would it be like to sleep through the day?
 - Why do people need to work at night?
 - Utilising a range of images and words, compose a collage illustrating these ideas.

About the Composers

Mick Jackson is an award-winning novelist and screenwriter from Lancashire, UK. His first novel was shortlisted for the Booker Prize. He has recently started writing for children.

John Broadley has been active in illustration and small press publishing since the mid-1990s. He works mostly in pen and ink and collage. His work has most recently been used to decorate the interiors, menus and branding for Quo Vadis restaurant Soho. The food and drink theme has continued through to a range of packaging and ceramics for the Fine Cheese Company and also wine labels for Gabb Family, Berry Bros & Rudd, and Fortnum & Mason. John has illustrated several food and historically themed books, as well as many magazines. *While You're Sleeping* is his first children's book.

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