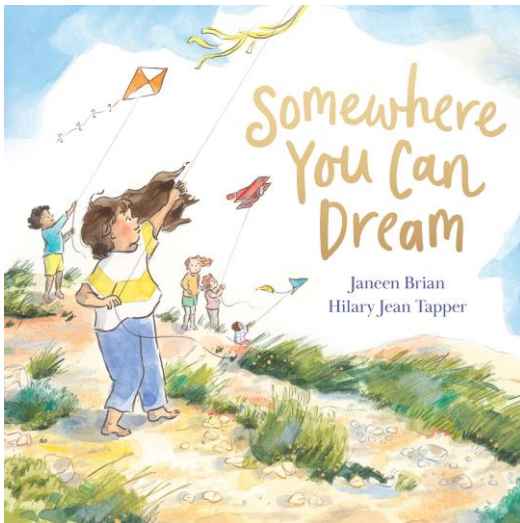


Somewhere You Can Dream

By Janeen Brian
Illustrated by Hilary Jean Tapper



From the smallest cubby to the highest hilltop, this heart-warming, read-aloud picture book is all about finding your own special place in the world. From award-winning creators Janeen Brian and Hilary Jean Tapper.

RECOMMENDED FOR

Ages 5 – 7 (Lower Primary)

THEMES

Home, cubbies, exploring, safe spaces

ISBN (AUS)

9781761181764

SYNOPSIS

Do you love shadowy secret nooks or cosy hideaways?

Leafy, shady trees or sheltered, rocky bays?

Do you love comfy little cubbies or tree forts way up tall?

Or spaces behind places where you can curl up small?

A beautiful, lyrical story that asks readers to consider where in the world they feel most at home, exploring safe spaces and cosy feelings, self-awareness and belonging. Perfect for reading at bedtime, with glorious illustrations by award-winning illustrator Hilary Jean Tapper.

AUTHOR MOTIVATION

‘As a child it’s difficult to realise how fleeting childhood is. For me, childhood was about school and friends, family and negotiating changes, but I had the freedom to roam and explore, to take risks and use all my senses in nature. I feel there must be a balance between the tide that’s pulling us to more technical, machine-driven devices and the quality that comes when we humanise our growth: when we become aware of nature and all the creatures that live with us. And for that we need time. Time to rejoin nature. Time to listen. Time to dream.’

Janeen Brian

ABOUT THE AUTHOR

Janeen Brian is an award-winning children's author and poet, with over one hundred and ten published books. She enjoys writing picture books, junior fiction, poetry, novels and non-fiction.

ABOUT THE ILLUSTRATOR

Hilary Jean Tapper is an award-winning illustrator based in New Zealand. She creates picture books and works as a lecturer and researcher. Her awards include the ABIA Children's Picture Book of the Year, Storylines Notable Award, and Forevability Book Award.

IN-CLASS DISCUSSIONS AND ACTIVITIES

- Before opening *Somewhere You Can Dream*, look at the title and cover design and ask students to describe what the children in the picture are doing.
 - Look closely at the faces and bodies of the children and try to come up with words that express what they are feeling?
 - What might flying a kite make **you** think or feel?
 - Are the children in a **quiet** place or a **busy** place? What details help you decide?
 - Look at the colours on the cover. Why do you think the artist chose bright, cheerful colours like yellow, blue, and orange? How do these colours make you feel, and do they give you any clues about whether the story will be happy or sad?
 - What in the picture shows you it is a windy place? [Kites flying high, hair moving]
 - What do you think the word **Dream** might mean here? The children on the cover don't seem to be asleep so what sort of dreaming do you think they are doing? Can you think of words that might mean the same thing? [Imagine, hope]
 - What sort of places do you like to do this sort of **dreaming** in?
- Read the text aloud slowly. Ask students to close their eyes and imagine their own *perfect place* to think and dream. Allow time for them to draw their place and describe it in words. Invite students to share their work and explain why that place is special to them.
- In a class circle, discuss why some people might prefer a small, quiet space – or a wide, open one. Introduce simple emotional language (calm, safe, free, peaceful) and help students connect spaces to feelings.
- Choose a double-page spread from the book and ask students to imagine they are the child in the image. Encourage them to use sentence starters, such as 'I see', 'I hear', 'I feel', 'I smell', 'I taste' to describe the scene. Students might also want to describe what they are thinking with the sentence starter 'I wonder'.
- Point out to students that the story talks directly to them by using the pronoun, *you*. Explore this concept further by asking questions about how this differs from other picture books (usually first- and third-person narratives) and how it affected them. For instance, did it

seem like the book was speaking directly to each and everyone in the class? Point out that at the very end of the story the author starts to use *I* instead of *you* and discuss how this might be to show a personal choice and that everyone has their own special place to think, dream and feel calm.

- Language: Explain that authors put a lot of thought into choosing the right word to make a story as interesting to a reader as possible. Point out that Janeen Brian uses repetition, rhyme, as well as interesting word choices to make the story come alive.
 - *Repetition* – point out that repetition allows a writer to put emphasis on things they think are significant in a text. Ask what word or words are repeated in the story and why they think Janeen Brian wanted to emphasise that particular point.
 - *Rhyme* – when two words share the same sound-ending we say they rhyme. Point out examples of rhyme from *Somewhere You Can Dream*, such as *hideaways* and *rocky bays, tall and small*. Now see if students can come up with their own rhymes for simple words such as *get, meet* and *fly*. How about *orange*? (Note: orange is the most famous example of a word in the English language that does not have a rhyme).
 - *Word choice* – some words appeal to our senses more than others. Use as an example from the text, shadowy *secret nooks*, comfy *little cubbies*, nestling *in a chair*, and ask students how the underlined words here make the story come alive? To illustrate your point, replace the underlined words with less interesting alternatives: *shadowy* becomes *dim* or *dark*, *nestling* becomes *sitting*. Which version seems the more intriguing and inviting?
- Visual Literacy: Explain that illustrators are storytellers who use pictures instead of words in a picture book and that, just like authors, they spend a lot of time finding exactly the right look for their story. Talk about how Hilary Jean Tapper has used gentle, soft watercolours here to continue the theme of being in a dream-like state.
- As a class, design a dream place in your own classroom. Agree on where the dream place should be (consider elements such as light and noise) and what should be included in it (objects, textures and colours) to make sure students feel relaxed and calm when entering it.

- History: Encourage students to 'interview' their parents/grandparents/caregivers about the places where they liked to dream when they were little. Discuss with the class any differences/similarities between the past and present.
- Mindfulness: After reading the book, invite students to close their eyes and take three slow, deep breaths, picturing their own special place in the world. Then, ask them to pick up a pencil and doodle whatever comes to mind. When completed ask students to look at their drawings and notice how they felt when they slowed down their brains to be creative.
- Music: Ask the class what sounds might be heard in someone's special place – maybe rustling leaves, ocean waves, or birds singing. Encourage students to use their voice, hands or anything around them to make those sounds, tapping a rhythm or humming a tune that feels just right. When done, sit quietly for a moment and notice how the music made everyone feel.
- Science: After reading the book, head outside and choose a spot where students can sit still for a few minutes to carefully observe the tiny details of the natural world around them. Ask them to write down or draw the living things they notice, like insects, birds or plants, and to think about how each one has found its own special place in nature.