

Teaching Notes

Based on **There's No Such Book** by *Jessica Dettmann* and *Jake A Minton*

Look at the front cover to see an explosion of book ideas from the mother? Is there a book like that?

Contrast the expressions of mother and daughter.

Can we guess how either is feeling by the way the illustrator has given each different expression?

What facial features make the mum look excited? How did the illustrator make Ellie look worried?

Story beginning... How did the illustrator make both Mum and Ellie look happy?

What happens when we turn the page? What's the panic all about?

When Mum is testing ideas with Ellie, e.g. how a pirate's adventure might begin, be imagined:

Ellie **is** the **pirate!**

She **has** a pirate's hat, a pirate's flag, a pirate's ship.

She **does** some interesting things. (Close your eyes to imagine you as a pirate.)

Teachers could use the '**is, has, does**' approach to elicit a description of Ellie as an astronaut.

Ellie **is** the **astronaut!**

She **has** a backpack and helmet like an astronaut.

What **does** she do? (That's up to **you!** Use your imagination. Does she **fly** to the moon?)

In the same way a class could talk about the **Green Monster** or **the Woman who shrinks to the size of a child.**

Children could role play some ideas for stories. Perhaps they might relate their imagined scenarios through words or images.

Who was in that scenario? What did they have? What did they do? (Past tense, here.)

Fun with a whiteboard: Children use individual whiteboards to demonstrate how the characters' expressions depend on how we put in eyes, eyebrows and mouths. Don't forget that the illustrator gave mum those big glasses for a reason!

Collect interesting descriptive words for feelings that children might use in their oral language by going back over the pages, eliciting, and sharing that vocabulary.

(happy, excited, bored, worried, frustrated, upset, exasperated, unimpressed, relieved)