

**Tooth Fairy**  
**Written and Illustrated by Bob Graham**  
**ISBN 978-1-4063-2155-5**

*Use the two pages depicting April and Esme flying in through their front door and the next page.*

Working in pairs, encourage children to explore the picture discussing their responses and working together to make meaning of what they see. Ask them to jot down words and phrases, which reflect their responses to looking.

**The aims of this activity are:**

- to increase the interaction with and enjoyment of picture books for children of all ages
- to develop children's confidence and vocabulary to respond to what they see – to observe and describe
- to encourage them to build on their previous experience, imagination and understanding to make sense of visual information – to interpret
- to consider a variety of graphic forms and their interaction with a text in order to convey layers of meaning – to appreciate
- to recognise different styles and techniques used and developed by a variety of illustrators – to analyse
- to begin to recognise and appreciate visual metaphor, irony, puns and jokes etc. – to participate

The following questions have been designed to help children to look more closely at the illustrative work of Bob Graham moving from the whole picture to the smallest part and to search for and use all available clues given by the artist to make meaning. Please select and adapt the questions to make them appropriate for your setting.

**TELL ME ABOUT THE ILLUSTRATION...**

In what ways has the illustrator set the scene?

How would you describe April and Esme's home?

How has Bob Graham captured a sense of the traditional fairy tale cottage within a contemporary context?

Look at the different ways that the illustrator has created a sense of movement on the left hand page.

How is your attention drawn to the entrance of the two child fairies?

What is their dad doing?

What do you notice about all the artefacts around the room? Which ones are similar or different to the things you have in your home?

Who do you think won the shield on the shelf? What do you think it was for?

Why do you think they have an open fire to heat their fairy house?

Notice the feather by the fire? What do you think it might be used for?

There is a desk under the window, what do you think the tools on it might be used for?

Describe the setting-what can you see, hear, taste, and smell?

In your mind's eye, what can you imagine outside or in other rooms of the fairy house? How has the illustrator helped you to imagine these things?

Why do you think that the story is told over two separate pages rather than a double page spread?

Study the frame at the top of the left-hand page. Look at e.g. the feather, the strawberry, the Australian stamp. How are they being used?

How do they affect your appreciation of the scale and give you an idea of the fairies' actual size?

How does Bob Graham's depiction of these fairies impact on your ability to suspend your disbelief? Do you feel that they could be real? Why?  
What do you notice about the fairy's clothing?

Looking at all three frames on the right hand page, how would you describe the relationship that the children have with each other and their dad? Consider their body language, their positions and proximity to one another.

What emotions are being expressed in these pictures- how do they make you feel?

What do you notice about the artist's use of line, colour and colour wash- what mediums do you think he has used to create this effect?

How does the illustrator involve you in the picture for e.g. are you an outside observer, a bystander, a friend, a participant in the action etc?

Do you notice any humour, what form does this take?

What is the relationship between the written text and the illustrations on these pages - how do you read it e.g. pictures first, text first, picture and text together?

How would you describe these illustrations-realistic, warm, comic, cartoon-like, gentle, sympathetic, lively, expressive etc?

How is the picture presented for example as a cartoon strip, a series of fragmented images, a freeze frame, a close up etc?

Does the text work without the illustration and vice versa?

In what ways do the pictures compliment or extend the detail of the written text?

## **WRITE IT DOWN**

Harvest children's responses and record their descriptions and comments on a flip chart. Are there any aspects of the picture that they find particularly interesting or puzzling? How do these pictures interact and work with the rest of the book?