

# UNDER *the* MOONLIGHT

Susannah Crispe



**TEACHERS RESOURCES**

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## Teachers Resources by Robyn Sheahan-Bright

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# INTRODUCTION

Despite his imposing presence, Moose lives in peaceful harmony with a variety of small forest friends such as snowshoe hares, squirrels, barn owls and foxes.

But one night he hears a noise and is so frightened that he sets off to discover who the intruder on his peaceful sleep has been. Along the way he encounters frightening animals such as howling wolves, but most alarming of all is a grumpy brown bear, who wakes in a cave when disturbed, and chases him. After a hair-raising pursuit, Moose makes his way back to his home, where he finally finds the surprising answer to his puzzle.

The theme of overcoming fear is coupled here with the idea of something small being actually quite powerful, and with the idea of an unlikely friendship between a mouse and a moose.

Susannah Crispe's engaging illustrations combine with her rhyming text in a book which contains plenty to discuss and observe in the visual text, and the language employed also offers the opportunity to engage with the written text in some creative ways. This is a gentle story that is sure to charm parents and young readers alike.

## THEMES & CURRICULUM TOPICS

Several themes are covered in this book which might be related to the Australian Curriculum, including:  
<<https://www.australiancurriculum.edu.au/f-10-curriculum/science/>>

### SCIENCE

**DISCUSSION POINT:** Make a list of the animals you observe in this book. Research one of them further. [See **Bibliography.**]

**DISCUSSION POINT:** Moose are found in the sub-arctic regions of North America and Europe. What aspects of their environment are revealed in these images? (For example, the snow indicates the season is winter.) What plants can you identify?

### HUMANITIES AND SOCIAL SCIENCES (HASS)

Several themes are relevant to the following Curriculum Area: <<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/>>. Investigate the following sub-topics using skills developed in this Curriculum Area relating to **INQUIRY AND SKILLS** and **KNOWLEDGE AND UNDERSTANDING**:

1. *Develop Methodology and Research Using Primary and Secondary Sources;*
2. *Synthesise and Evaluate Evidence;*
3. *Present Evidence;*
4. *Develop Alternatives.*

### **SUB-TOPIC: FEAR**

**DISCUSSION POINT:** Strategies to overcome fear can be taught or simply learned via experience. The moose learns that sometimes we are frightened when there is no

reason to be. Discuss fears with students and how they have overcome a particular fear.

**ACTIVITY:** Make a list of fears and the strategies you have discussed.

**ACTIVITY:** Read other picture books about fear and compare to this one. [See **Bibliography.**]

## **ENGLISH LANGUAGE AND LITERACY**

This is relevant to the following Curriculum Area:

<<https://www.australiancurriculum.edu.au/f-10-curriculum/english/>>

The text of this book might be studied in relation to the following aspects:

**ACTIVITY:** This is a rhyming text. Choose any rhyme in the book and invite students to create further rhyming words to match that pair. [See **Worksheet 2.**]

**ACTIVITY:** Test your students' **comprehension** by asking them questions about the written and visual text.

**ACTIVITY:** Invite students to write a short story about a further adventure with Moose and Mouse.

**ACTIVITY:** On pp 10-11 the collective noun is used: 'a pack of wolves'. Invite students to discover a collective noun for each of the animals depicted in this book. eg 'A **herd** of moose'.

## **VISUAL LITERACY**

This is relevant to the following Curriculum Area:

<<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/>>

The visual text of a book combines with the written text to tell the story using the various parts of the book's design and illustrations, as explored below:

**ACTIVITY:** The **cover** of a book is an important part of its message. This cover depicts moose looking very alarmed in a comical sitting position in the snow. The back cover contains images of some of the forest creatures who appear in the book. Create your own cover for this book.

**ACTIVITY:** The **endpapers** depict forest scenes in which Moose appears. On the front endpaper he is on the left, foraging for food, with images of trees in the background. On the back endpaper he is on the right, with his head turned to 'speak' to the mouse who is riding on his back. In contrast to other illustrations in the book, the endpapers show daytime scenes in the forest, with many small birds. Invite students to interpret what is occurring on these endpapers.

**DISCUSSION POINT:** The **title page** depicts the mouse with two toadstools, two leaves and two acorns. What does this image suggest to your students about the story to follow?

**DISCUSSION POINT:** The **format** of the book is varied, including single page illustrations, double page spreads and one graphic page containing three comic panels. How does the **layout of the storyboard** and the **format and design** of the book influence your reading of it?

**ACTIVITY:** Creating characters entails studying **facial expressions and 'body language'**. The moose is depicted in a range of funny positions with his four legs in a variety of configurations. Invite students to draw an image of the moose which tells the reader what he is feeling.

**ACTIVITY:** The **mediums** employed are watercolour and Photoshop. [See **Author/Illustrator's Notes.**]

**ACTIVITY:** The **colours** used in this book are subdued pastels. Colour the drawing you created above in a similar colour palette.

**DISCUSSION POINT:** The double page spread (pp 12–13) contains an image of a scary creature. The creature also appears on pp 22–23. Invite students to suggest what it is.

**ACTIVITY:** Prediction is an important part of picture book reading. The reader's perspective in observing strong left to right movement across a double page spread is also important in a picture book, encouraging the reader to follow the action sequentially in a filmic way. Invite students to predict what might be going to happen before turning a particular page.

**ACTIVITY:** Invite students to draw, paint, or collage another scene to accompany the short story they each wrote above. Create a classroom mural using all the images. [See also **Worksheet 1.** below.]

**ACTIVITY:** Create a graphic novel/comic version of a scene in this book. [See **Bibliography.**] [See also **Worksheet 5.**]

## **CREATIVE ARTS**

There are many creative activities suggested by this text:

1. **Create a Diorama** depicting the moose in its habitat. [See **Bibliography.**]
2. **Create a Moose Antler Headband.** [See **Worksheet 7.**]
3. **Create a Moose Mask.** [See **Worksheet 6.**]
4. **Create a Poster** to advertise this book.
5. **Create a Book Trailer** to promote this book. [See **Bibliography.**]

## **LEARNING TECHNOLOGIES**

**ACTIVITY:** Research the topics above online.

**ACTIVITY:** Research the author/illustrator online. [See **Bibliography.**]

## **MATHEMATICS**

**ACTIVITY:** Have fun counting things in this text.

**ACTIVITY:** See **Worksheet 4.** below for mathematics activities.

## FURTHER TOPICS FOR DISCUSSION AND RESEARCH

- Research the work of Susannah Crispe and compare this picture book to her other books.
- Students might research **this book in comparison to reading other picture books such as those listed in the Bibliography.**
- Investigate any other topic not covered in these notes which you consider is suggested by this text.

## CONCLUSION

This is a charming story about a moose and a mouse and their forest friends. It is about frights in the night, but children will take comfort from the reassuring ending which depicts the moose and the mouse settling down for a cosy night's sleep.

## AUTHOR/ILLUSTRATOR'S NOTES

*'Under the Moonlight* started from a simple rhyme I made up while chatting to my husband after a trip to Scandinavia. It started with "under the moonlight, a moose got a fright" and after rewriting it several times over several years and whispering different versions of it to my sleeping baby, I finally had a story. I'm a very visual person and think of myself more as an illustrator than an author, so the illustrations developed in my mind as I wrote the words. I love picture books that are set in the night time – they allow you a glimpse into the somewhat magical realm of nocturnal creatures that go about their lives unobserved and undisturbed by humans.

I create my illustrations in layers, using watercolours to paint the different elements on each page. The background, foreground and animals are all painted separately then scanned into my computer. Using Photoshop, I then digitally cut out, edit and paste the elements to create the scene – the same way you would if you were making a collage. I love the textures and irregularities you get when using watercolour paints, and by combining this traditional medium with digital collage, I have great flexibility when it comes to arranging and editing the scenes.'

## ABOUT THE AUTHOR/ILLUSTRATOR

**Susannah Crispe** is a Canberra-based children's book author and illustrator, with a background in zoology and a passion for beautifully crafted books. She won the 2019 Australian Society of Authors Style File Illustration Award Mentorship and came first in the Creative Kids Tales 2020 Writing Competition. See more of her work on Instagram @oh.susannah.illustration or on her website [www.ohsusannah.com.au](http://www.ohsusannah.com.au)

# WORKSHEETS

## WORKSHEET 1. COLLAGE

Create a collage using this image of the moose.

*Illustration by Susannah Crispe*



## WORKSHEET 2. RHYMING WORDS

The following rhymes appear in this book. Write a third rhyming word. [Note some of the rhymes are imperfect, and don't rhyme exactly.]

Word	Rhyming 1	Rhyming Word 2
rose	nose	
glade	played	
down	ground	
snore	floor	
prowled	growled	
night	fright	
fear	ears	
hill	shrill	
antlers	answers	
grim	him	
dread	overhead	
skin	him	
attention	tension	
there	hare	
trees	freeze	
search	birch	
brave	cave	
snore	roar	
gobbled	wobbled	
hares	lair	
glade	frayed	
before	floor	
bright	night	
friend	end	
care	there	
sky	nearby	
tight	night	



# WORKSHEET 4. MATHS

Illustrations by Susannah Crispe

1. How many snow hares appear on the opening double page spread?
2. How many squirrels appear on the opening double page spread?
3. Multiply the number of squirrels below by five. What number do you arrive at?



4. How many times does a fox appear in the pages of this book?
5. Multiply the number of acorns below by 3. What number do you arrive at?



6. Divide the number of leaves below by two. What number do you arrive at?



7. How many barn owls can you see on the back cover of this book?
8. How many wolves appear on pp 22-23?
9. If two Brown Bears were taken away from the below how many would be left?



10. How many toadstools are in the line below?

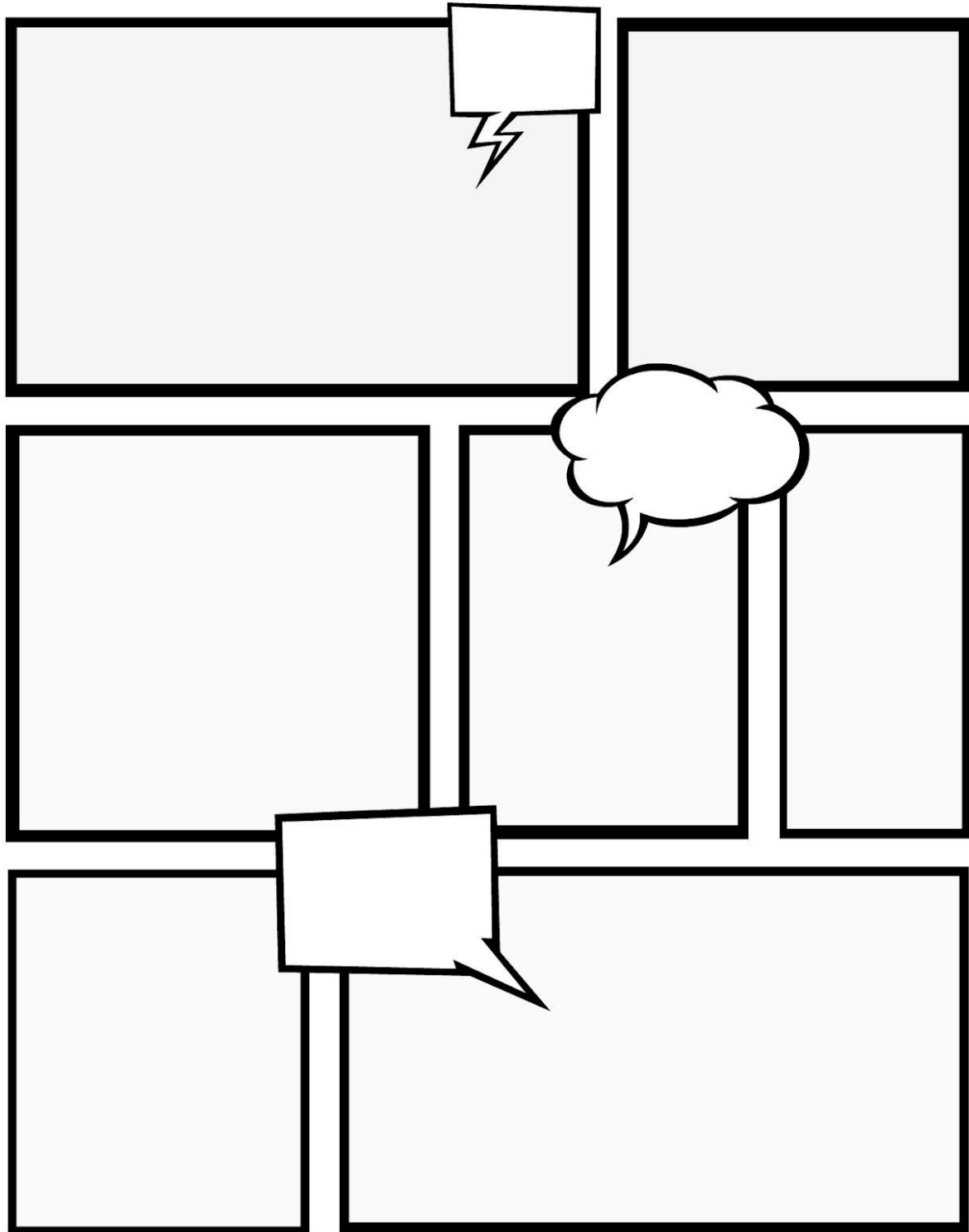


11. How many birds are depicted on the front endpaper?
12. How many bees are depicted on the front endpaper?

ANSWERS: 1. Three. 2. Two. 3. Twenty. 4. Four times (and once on the cover.) 5. Twenty-one. 6. Four. 7. Three. 8. Three. 9. Three. 10. Fifteen. 11. Six. 12. Seven.

## WORKSHEET 5. GRAPHIC STORYTELLING

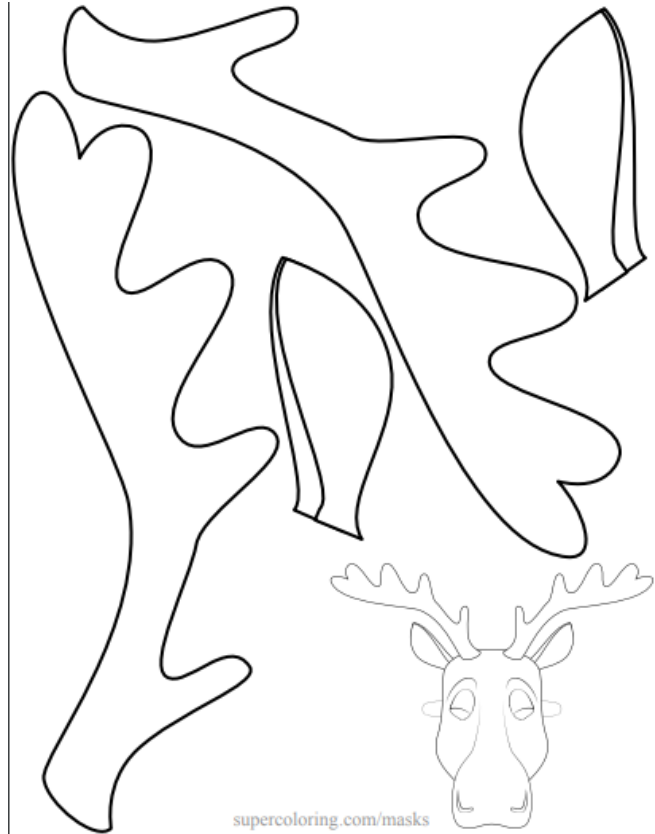
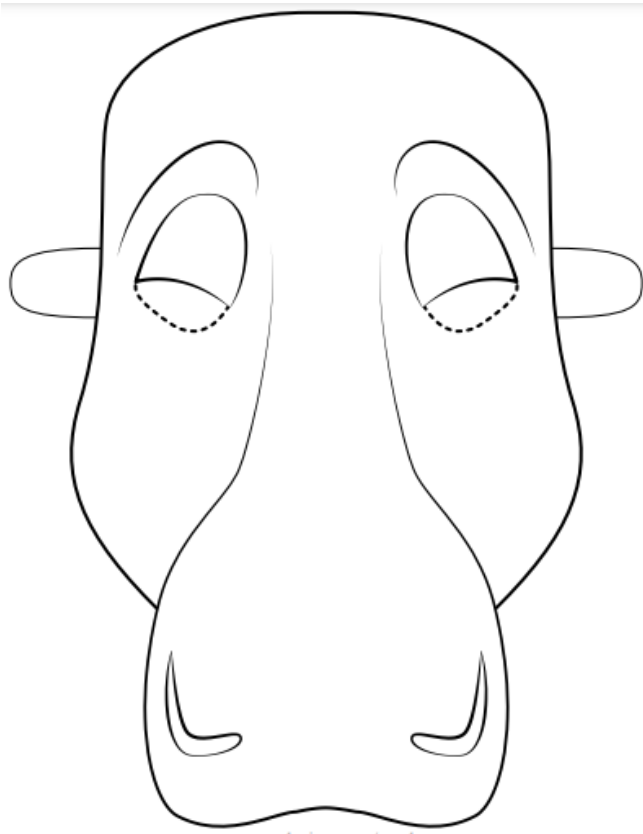
On pp 22-23 there are three frames depicting the moose being chased by the bear. Devise your own comic panels, interpreting another scene in this book. Use the layout below as the storyboard for your comic. Enlarge on a photocopier to give you more space.



Comic Book Template viewed at:  
<<http://www.pinterest.com/pin/365706432212821426/>>

## WORKSHEET 6. MOOSE MASK

Go to the website below, print the mask outline on A3 craft paper and cut it out. Colour it in and then add elastic to the sides to put over your head.

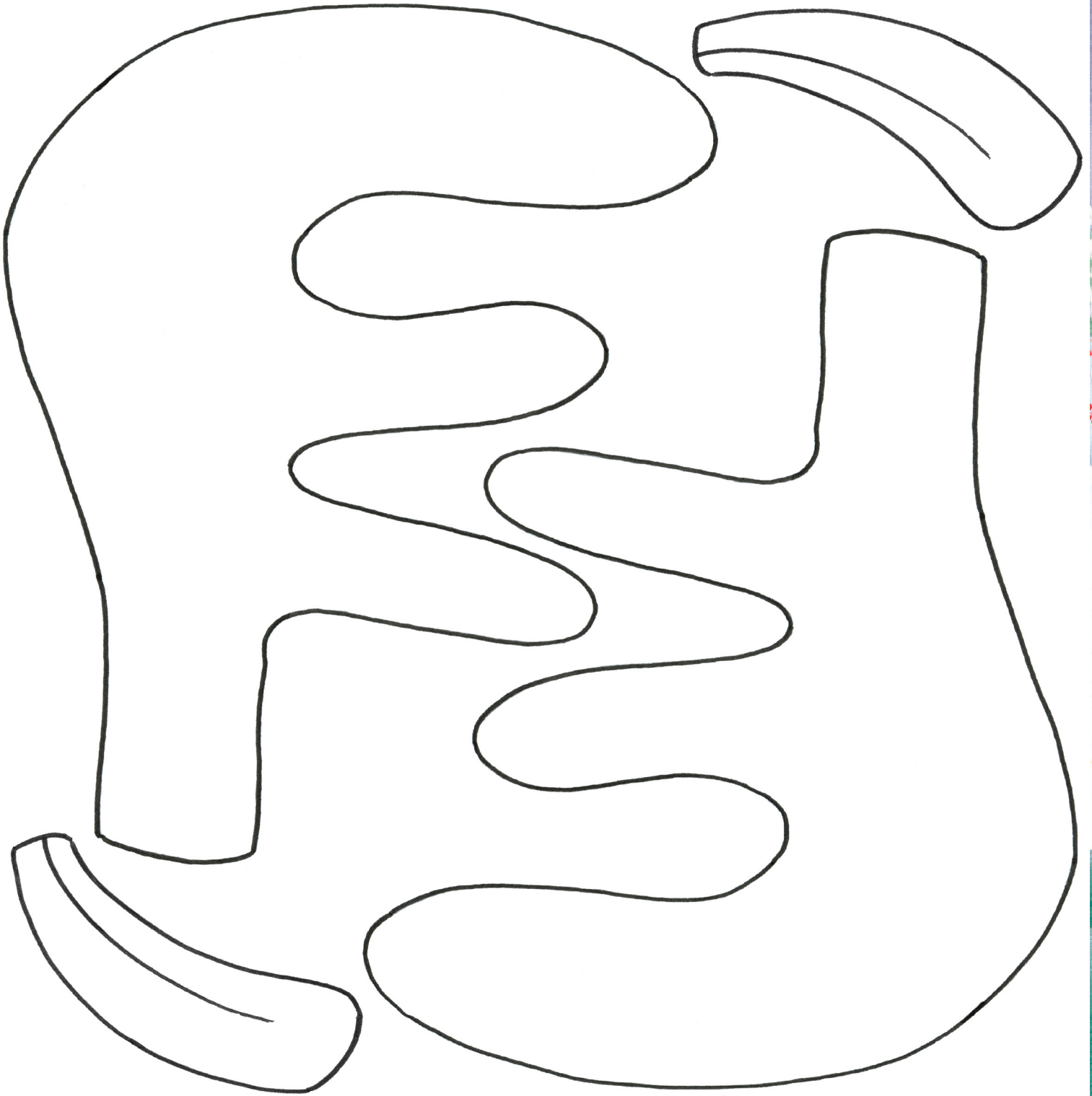


From: 'Moose Mask Template' *Super Coloring*  
<<http://www.supercoloring.com/paper-crafts/moose-mask-template>>

## **WORKSHEET 7. MOOSE ANTLER HEADBAND**

*Template by Susannah Crispe*

Print or trace this template onto brown card and cut out ears and antlers. On a second sheet of brown card, cut two strips of 4cm x 30 cm. Measure your head and tape the strips together to form a headband. Attach the antlers and ears to the headband.



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## ABOUT THE AUTHOR OF THE NOTES

**Dr Robyn Sheahan-Bright AM** operates justified text writing and publishing consultancy services, and is widely published on children's literature, publishing history and Australian fiction. In 2011 she was the recipient of the CBCA (Qld Branch) Dame Annabelle Rankin Award for Distinguished Services to Children's Literature in Queensland, in 2012 the CBCA Nan Chauncy Award for Distinguished Services to Children's Literature in Australia, and in 2014, the QWC's Johnno Award. In 2021 she was appointed a Member of the Order of Australia.