

## THE MIDNIGHT CHEW

SALLY MORGAN & KAREN BLAIR

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YEAR LEVEL: Preschool–Y1

### ABOUT THE BOOK

The romping adventure of a small dog and a big dog who race each other through a dark, stormy night to win a delicious bone. But what happens at the end, when the wind dies down and the action calms, will bring a cheer to everyone's heart.

### ABOUT THE CREATORS

**Sally Morgan** is from the Palyku people of the Pilbara region of Western Australia. She is an award-winning author and artist, and a lifelong dog-lover.

**Karen Blair** is an award-winning author and illustrator of nearly 20 children's books. She lives in Fremantle with her husband, two children and small dog.



### THEMES

- Sharing
- Emotions
- Pets
- Friendship/belonging
- Descriptive language
- Opposites
- Onomatopoeia
- Rhyming

### USEFUL WEBSITES

- Author Sally Morgan:
  - [artgallery.nsw.gov.au/collection/artists/morgan-sally/](http://artgallery.nsw.gov.au/collection/artists/morgan-sally/)
  - [fremantlepress.com.au/contributor/sally-morgan/?srsId=AfmBOoq6ipSwpD4WUJzJ8gxPW6LHgFkAfRwT3lsiqVSiKPC2e0i\\_xam](http://fremantlepress.com.au/contributor/sally-morgan/?srsId=AfmBOoq6ipSwpD4WUJzJ8gxPW6LHgFkAfRwT3lsiqVSiKPC2e0i_xam)
  - [kooricurriculum.com/collections/sally-morgan-collection?srsId=AfmBOoqEv9vGEnNjI6LC2ECn1A755NubTrx9T4IPJxYPu758yRvlxcy](http://kooricurriculum.com/collections/sally-morgan-collection?srsId=AfmBOoqEv9vGEnNjI6LC2ECn1A755NubTrx9T4IPJxYPu758yRvlxcy)
- Illustrator Karen Blair:
  - [karenblair.com.au/](http://karenblair.com.au/)
  - [fremantlepress.com.au/contributor/karen-blair/?srsId=AfmBOoqKQ0rKvbcBfR7d9SVHLJAVTWB6oSv4YNskjat1kN37mfoM1YqF](http://fremantlepress.com.au/contributor/karen-blair/?srsId=AfmBOoqKQ0rKvbcBfR7d9SVHLJAVTWB6oSv4YNskjat1kN37mfoM1YqF)

## CLASSROOM IDEAS

### Discussion questions

1. Vocabulary check
  - midnight
  - blustery
  - gleam
  - dump
  - boggy
  - blinding
  - yanked
  - hurtled
  - ashamed
  - claimed
2. Why is the wind described as 'roaring'? What sort of night is it?
3. Why is the dark described as 'dreadful'?
4. The book is about the adventures of two dogs. Look carefully at the illustrations and note what other animals also take part in this adventure. Can you spot the animal, other than the dogs, that appears on almost every page of the book?
5. Reading to recognise rhyme. Read the book a few times so the students become familiar with the story and hear the rhyming words. Talk about what it means when words rhyme. Go through the book again and get the students to finish the sentences with rhyming words.
6. Pick out the sentences that describe the two dogs and ask the students what sort of noises they think of when they hear the words
  - i. a pittery pat of his small dog paws
  - ii. a scritchety scratch of his small dog claws
  - iii. a thumpetty thump of his big dog paws
  - iv. a clicketty clack of his big dog claws

You can say this is called onomatopoeia and that the words sound like the noise they are describing. Make a classroom poster of other words that sound like they mean, e.g. crash, stop, shivery, stomped.
7. The book is full of descriptive writing that helps bring the action alive. Look at the page where the garbage dump is described and highlight all the adjectives. Ask the students what other things might be found at a dump and write them on the whiteboard. Brainstorm what words or adjectives could describe these items. Put all the options on the board to help with the creative writing exercises below.
8. Opposites – use the vocabulary in the book to create a list or classroom poster of opposites. You can start with 'big' and 'small' which are both in the text and then move onto to other words such as 'cold' and 'grubby' where the opposite is not in the book, but the students can tell you what it is. Ask them other opposite pairs of words.
9. Go through the book and ask the students to guess what emotions the dogs are feeling on each page from looking at the illustrations. Point out how facial expressions and body language are important clues for working out how someone is feeling
10. Discuss what it means to be a good friend. Skippy Gillespie and Boofa Boy Jones found that sharing was the perfect way to be a good friend. What can you do to be a good friend? Think about playing together, using kind words, looking out for each other in the playground, etc.
11. Ask the students who has a pet at home. Discuss what they do to look after their pet and create a statement of what it means to be responsible for an animal. Make a classroom display using this statement in the middle and the sponge paintings of the animals the students choose all around them (see The Arts section).

### Creative writing

1. The students can write or dictate a sentence stating what they like about having a pet or why they would like to own a certain pet. Put this sentence with their sponge painting to add to the classroom display. Allow them to be as creative as they like, but must say why they would like it as a pet.
2. The students can create a piece of work entitled 'Rummaging through the dump'. They can use the ideas from the brainstorm from point 8 in the Discussion section to help them write a descriptive piece about what they found at the dump and draw a picture to illustrate their work.
  - a. Older students can also add in some information about the setting of their story 'Rummaging through the dump'. Look at the page where the dogs are running through the park in 'the roaring wind and dreadful dark.' Brainstorm some ideas on the whiteboard and encourage the

students to use their senses to describe the setting, e.g. what can they see, hear, smell, taste or feel? Create a story together so the students can see how to structure this and have sentence starters they can use as well as vocabulary on the board.

3. Students can create a 'How to be a good friend' recipe. They can list four or five things it takes to be a good friend such as: listen carefully, have a big smile, use kind words, play nicely, etc. Have them mix these elements together in the 'method' section to get the result – a good friend. Let them illustrate their recipe and make a classroom display of their work.

## The Arts

1. Sponge painting. Have outlines of different animals (those that are often kept as pets, and perhaps some that aren't) on a piece of paper. The students can choose the pet they have at home or one they would like to own. They sponge paint their animal. Once the painting has dried, cut out the animal ready for the display.

## Health, Physical Education and Protective Behaviours.

1. Dogs need a home, food and exercise to keep healthy. Having a nice family or friend is also important. What do we need to keep safe and healthy?
2. Skippy Gillespie and Boofa Boy Jones sort out their problem themselves by sharing the bone. Who do you turn to for help when you have a problem? Discuss this as a class. Each student can draw around their hand on a piece of paper and write the name of a person, or draw their picture, on each finger outline, to show the people they trust and could turn to for help

## Play Ideas and Action Rhymes

1. Set up the home corner as a veterinary clinic with soft toys and veterinary/medical equipment.
2. Set up the home corner as a pet shop with soft toys, a till and some play money.
3. Play Doggy Doggy – Where's my Bone?  
*Doggy, Doggy, where's your bone?*  
*Somebody stole it from your home.*  
*Guess who! Maybe you...*  
*Maybe the monkeys from the zoo.*  
*Wake up doggy, find your bone.*

(Give the bone to one of the students while chanting the song. Have all of the students hide their hands behind their backs. When the chant is over, the 'doggy' can uncover his or her eyes and gets three guesses as to which person has the bone.)

4. Sing 'B-I-N-G-O' (There was a farmer had a dog and Bingo was his name -o', adding a clap as you miss out the letters).
5. Teach the rhyming song 'This Old Man' with actions. Use a number line and picture prompts for the rhyming words.

## Science

1. Students can discuss what sorts of food they would like to eat for a midnight snack. Write all their ideas on the whiteboard. Discuss which foods are healthy and which are 'sometimes' food. Talk about why some foods are healthier than others.
  - a. Practice sorting foods into healthy and not so healthy groups. Have a shopping basket full of different pretend food. In groups of four with an adult leader, the students can sort the food into two hoops placed on the ground. One hoop is for the healthy food, the other for the not-so-healthy or 'sometimes' food. Let the students say why they think the food items belong in a hoop. The focus can be on which foods help you to grow big and strong or give you energy to have fun in your day.



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