

Classroom Resources



Written and illustrated by

Peter Cheong

Suitable for ages

3 to 7

Themes

Loneliness; Friendship; Adventure and freedom;
Feeling different; Self-love

Contents of this pack

- Book details for *Every Night at Midnight*
- Questions for before we begin reading
- Discussion points in key curriculum areas: Comprehension, Social and Emotional Development, and Literacy
- Final reflections
- Two activities: Drawing and Partner Work

Description

Every night at midnight, Felix turns into a wolf. His hands and feet become velvety paws and he grows a long, bushy tail. Felix has the night-time world to himself. There's no one else like him.

Felix isn't a wolf during the day, but it still feels like there's no one else like him. That's okay. Felix is just fine on his own. But after a chance encounter, this little lone wolf starts to wonder whether he might find his pack after all ...

A tender and whimsical picture book about finding friendship in unexpected places.

About the author-illustrator

Peter Cheong lives in Perth with his very understanding wife and less understanding cat. He is the illustrator of *I'm a Hero Too* and the Pow Pow Pig series. *Every Night at Midnight* is his first book as both author and illustrator. Peter unfortunately cannot turn into a wolf himself but is still trying.

Find this book at our website: <https://affirmpress.com.au/books/>



Before we begin reading

- Have a look at the front cover. The boy on this cover has an interesting shadow. What is this shadow in the shape of? What do you think this book will be about?
- The book is called *Every Night at Midnight*. What do you think happens at midnight every night in this story?
- When was the last time you stayed up until midnight?
- On what day of the year do we all stay up until midnight, and why?
- There are only a few colours used on the cover. What are these colours? How do they make you feel?



Discussion in key curriculum areas

Comprehension & Social and Emotional Development

- Felix loves drawing and his room is covered in pictures. What does Felix draw in his pictures? Is it always the same thing?
- How often does Felix turn into a wolf? How can you tell the wolf is Felix?
- What does Felix think about turning into a wolf? Explain why.
- Felix says no to sleepover invites. Why does he do this?
- Felix says he is perfectly fine on his own. Do you think this is true? Why/why not?
- Do you like doing things on your own? How do you entertain yourself when there is no-one else around? Do you get bored? Do you feel lonely?
- Why is it important to spend time with other people?
- Where does Felix go when he turns into a wolf? How do you think he feels when he's a wolf compared to when he's a human?
- Is Felix scared of being outside on his own at night? Would it be different to be a wolf at night than to be a human child? What would make it different?
- When the new girl arrives at school, she fits in straight away. How does Felix feel about this? How can you tell?
- Have a close look at the new girl. What do you notice about her?
- The new girl is very fast at running! Why is she so quick?
- There is one double-page spread that doesn't contain any words. Can you find it? Why do you think there are no words? Do you think we need words here?
- What is the accident that happens to Felix's new wolf friend?

- When does Felix realise that the new wolf friend is the new girl in his class? What helps him to realise that they are the same?
- Where does Felix go at the end of the story, and who else is there?
- What animals do his other schoolfriends turn into?
- On page 5, Felix says, 'There is no one else like me.' Would Felix agree with that statement by the end of the book? What might he say instead?
- What does this book tell us about having friends?

Literacy

Verbs

- There is a lot of movement in this book! Can you find all the verbs that relate to Felix moving? One example is 'leap' on p.23.
- How do you feel when you read about Felix as a wolf at night? Does it make you want to get up and run about, too? How might Felix be feeling when he's flying and leaping through the night?

Adjectives

- Felix describes how his hands turn to 'velvety paws' when he becomes a wolf. What does he mean by 'velvety'?
- How else does Felix describe how he looks as a wolf?
- Can you think of other adjectives to describe Felix?
- How about the new girl: how would you describe her? You could use the following sentences as prompts:

Her fur is as white as _____.

She has a _____ tail.

- The wind 'roars' around Felix's fur when he is a wolf. What do you think this means? Why has the author used the word 'roar'? How else could you describe the wind?

Vocabulary

Some words might be unfamiliar to students, like velvety; straightaway; howl; bound; echoes. Make a list of all new words and conduct an activity about their meanings.

Final reflections

- Which was your favourite part of this book and why?
- Have a look at the endpapers at the front of the book and at the back of the book. How are they different? What does this reflect about the story?
- If you could change into an animal at midnight, what would you be?
- Would you recommend this book to a friend?



Activity One: If you were an animal . . .

If you could turn into an animal, what would you be? Grab your pens, pencils, crayons or paints and draw yourself as an animal in the space provided below (or find a new piece of paper!). Would you turn into an animal at night or during the day? Would there be any 'giveaways' that the animal is you? In *Every Night at Midnight*, Felix keeps his pyjama top on, even as a wolf, and his black hair turns to black fur ...

Drawn by

Activity Two:

Getting to know someone new

Teachers, for this activity, you will need to ensure each student sits with someone they don't usually sit with in class. This activity is all about getting to know someone you don't know very well and finding out what you have in common. The students should each have a workbook or piece of paper and a pen/pencil to jot down some notes.

The instructions are:

- Sit with someone new.
- Choose one person to be the 'interviewer' and the other to be the 'interviewee'. The interviewer must ask the list of questions shown below. When the interviewee answers, the interviewer should write down some notes.
- Swap positions. The interviewer becomes the interviewee. Ask the same questions.

Once both people have taken a turn as interviewee, you can decide how you want to proceed. To keep this as partner work, ask the students to talk through their similarities and differences based on their answers to each question. Perhaps they could work on a venn diagram that shows how much (or little!) they have in common?

To expand this activity and add an oral component, ask the students to read out their main findings as a pair. They could present on the things they found they had in common, and the things they found surprising or interesting about their partner.

Questions to ask your partner:

- What is your favourite colour? What is your least favourite colour?
- Where was your favourite holiday?
- If there's one place in the world you could go to right now, where would you go?
- Do you have a pet?
- What is your favourite meal? How about your least favourite meal?
- Do you enjoy sports? Do you do any sports after school?
- What hobbies do you have? What hobbies would you like to try?
- What is your favourite book? Do you enjoy reading?
- If you were an animal, what would you be?
- How would you spend your dream weekend?
- What jobs would you most like to do when you're older?