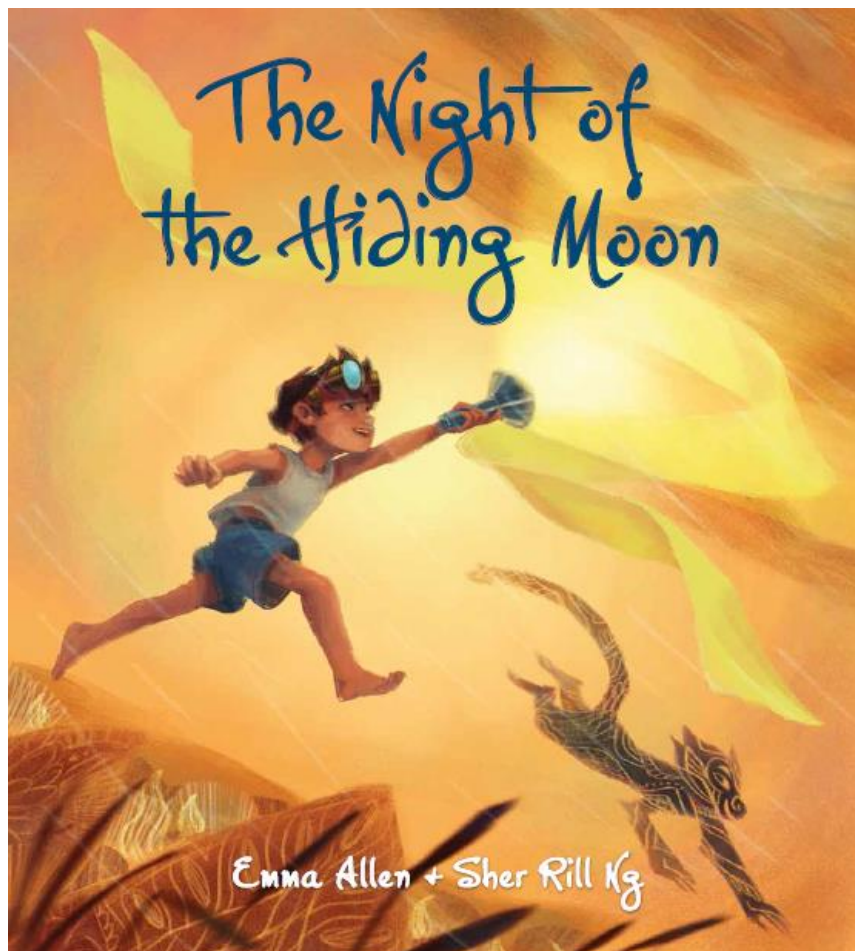


## TEACHERS' NOTES

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**The Night of the Hiding Moon**  
by Emma Allen and Sher Rill Ng



Published by National Library of Australia, November 2019, ISBN 9780642279583  
Recommended Year Levels: F-4

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**Author: Emma Allen, [emmaallenbooks.com](http://emmaallenbooks.com)**



Emma Allen worked as a children's speech and language therapist for many years. She is fascinated by literature and the arts. Emma has a Master's Degree in Creative Writing, and she is currently working towards her PhD. Her debut picture book *The Terrible Suitcase*, illustrated by Freya Blackwood, won the CBCA Children's Book of the Year for Early Childhood Award in 2013. She has created three picture books with illustrator Hannah Sommerville: *Grandma, the Baby and Me* (featured in the Playschool DVD *Faces and Feelings*), *My Friend Ernest* (Shortlisted in the Speech Pathology Australia Awards) and *Digby and Claude*. Her visual and written work has been published in the international journal *Westerly*. Emma lives in Canberra and is the mother of three young children.

**Illustrator: Sher Rill Ng, [sherrillng.com](http://sherrillng.com)**

Sher Rill Ng is a Melbourne-based author and illustrator. She graduated from RMIT with a Bachelor of Design and works as a web and mobile UX/UI designer. She also took part in the Imaginism House Workshop, an intensive art training program in Montreal, Canada, working with some of the best artists in the concept art/animation industry. Though she has branched out into photography, music and games design, Sher Rill always comes back to her passion: art and illustration. Much of her work is inspired by literature and animated films. Her works have been shown in numerous exhibitions, including the Light Grey Art Lab (Minnesota) and Gallery 1988 (Los Angeles).

## About the Book

Alone in his room, Felix is frightened. A wild storm is raging outside, and the silver moon has disappeared. But, with the help of his trusty torch and some new friends, Felix finds the courage to frolic with shadows and discover incredible new worlds.

## AUSTRALIAN CURRICULUM CONTENT

- Learning Area(s)
  - Indonesian
  - English
  - Visual Arts
- Cross-curriculum Priorities
  - Asia and Australia's Engagement with Asia
- General Capabilities
  - Critical and Creative Thinking
  - Personal and Social Capability
  - Intercultural Understanding

## Introductory Activities

These are activities to do before reading to prepare students for the concepts/themes explored in the book. They are not necessarily curriculum based.

- Look at the cover of the book with the class. What do you think this book will be about? What do you see that makes you say that?
- Using the visible thinking routine (I see, I think, I wonder; [visiblethinkingpz.org](http://visiblethinkingpz.org)), discuss the following:
  - Where is the boy going?
  - What is he holding?
  - What sort of creature is he following?
  - What do the design elements, including the font, tell us about the cultural influences on this book?
- Read the blurb and discuss the following:
  - What are shadow puppets?
    - Which countries do they come from?
    - How are they used?
    - What sort of stories do they tell?
  - How do you react to things that frighten or worry you during the night?

## Indonesian

### Foundation–Year 2

#### Content description:

Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music.

Participate in shared reading and play-acting, and respond through singing, chanting, action and movement. [Key concepts: character, story; key processes: playing, choral reading; key text types: fairy tale, fable, comic, cartoon, song, rhyme] (ACLINC006)

#### Elaborations

- Responding to imaginative texts such as stories, rhymes and songs through play-acting, illustrating or movement

#### Discussion/Inquiry Questions

- Discuss how, in *The Night of the Hiding Moon*, illustrator Sher Rill Ng has imaginatively interwoven images of Indonesian shadow puppets into author Emma Allen’s story of a boy who is frightened of thunderstorms and shadows in the night.
- What role do the shadows play?
- What other sorts of creative storytelling are used in Indonesia? (e.g. dance dramas using masked figures, *wayang golek* (wooden puppets) or *ider-ider* (comic-strip-style paintings).

### Activity

- Create your own story about frightening shadows. Present it as:
  - an Indonesian shadow puppet play
  - a dance drama using masks, or
  - a series of illustrations based on traditional Indonesian artwork.

## English

### Foundation

#### Content description:

Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)

#### Elaborations

- Discussing the purpose of texts, for example ‘This text will tell a story’, ‘this text will give information’
- Repeating parts of texts, for example characteristic refrains, predicting cumulative storylines, reciting poetic and rhyming phrases

### Discussion/Inquiry Questions

- *The Night of the Hiding Moon* comes in two parts. Discuss the role of each section in the book.
- Which part tells an imaginative story and which part provides information about the text and illustrations?
- Discuss why the author has presented the book in this way.
- Talk about how puppets create shadows.

### Activity

- Draw a picture featuring shadows to show how Felix’s story makes you feel.

#### Content description:

Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)

#### Elaborations

- Recognising some of the ways we can use speech, gesture, writing and media to communicate feelings
- Recognising some of the ways emotions and feelings can be conveyed and influenced by visual representations, for example in advertising and animations

### Discussion/Inquiry Questions

- Identify the words used in *The Night of the Hiding Moon* to show how the main character, Felix, responds to what is going on around him. Discuss why the author has used these words and how the illustrator has responded to them in the illustrations.

### Activity

- Draw a picture of how you (or your pet) feel and react during a thunderstorm.
- Select three words from the book that show how you feel about the storm and write them down around your picture.

## Year 1

### Content description:

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)

### Elaborations

- Becoming familiar with the typical stages of types of text including recount and procedure
- Using different types of texts, for example procedures (including recipes) and discussing the text structure

### Discussion/Inquiry Questions

- Shadow-puppet-style illustrations are used in this story to express emotions and to help Felix deal with his fears. Compare the text used to describe the shadow creatures in the story with the text used in the instructions for making shadow puppets.

### Activity

- Create your own shadow puppets using the templates and instructions provided at the back of the book.
- Put on a class performance of *The Night of the Hiding Moon* using the puppets you have made and dialogue from the book.

### Content description:

Understand patterns of repetition and contrast in simple texts (ACELA1448)

### Elaborations

- Identifying patterns of vocabulary items in texts (for example, class/subclass patterns, part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation)

### Discussion/Inquiry Questions

- Discuss the poetic use of words and phrases in the storytelling section of *The Night of the Hiding Moon*.
- Identify words and phrases in the text that show how Felix feels about and responds to what is happening around him.

### Activity

- Make a wall chart with two columns of words from the book, one showing negative emotions and one showing positive emotions.
- Create black and white emoticons to stick next to the words to indicate the emotions they express.

## Year 2

### Content description:

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)

### Elaborations

- Becoming familiar with the typical stages of text types, for example simple narratives, instructions and expositions

### Discussion/Inquiry Questions

- Discuss the three text types in *The Night of the Hiding Moon*: poetic narrative (the story), exposition (the information on shadow puppets) and instruction (how to make a shadow puppet).
- Discuss the similarities and differences between the three types of text.

### Activity

- Write three pieces of text about your favourite activity, using the three different text types (e.g. a short story about riding your bike; an exposition about a bike and what it is used for; and step-by-step instructions on how to ride a bike).

### Content description:

Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)

### Elaborations

- Discussing moral and teaching stories from varied cultures, identifying and comparing their central messages

### Discussion/Inquiry Questions

- The illustrator of this book has drawn on traditional Asian shadow puppets to illustrate a contemporary story about a boy dealing with his fear of storms and the shadows of the night. Read a selection of folk tales and discuss as a class:
  - the stories they tell
  - the themes they cover
  - what they teach us.

### Activity

- Retell one of these folk tales in one of the following formats:
  - a comic strip featuring shadow puppet or silhouette imagery
  - a poem

- a short story.

## Year 3

### Content description:

Phonics and word knowledge

Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (ACELA1826)

### Elaborations

- reading and writing more complex words with consonant digraphs and consonant blends, for example 'shrinking', 'against' and 'rocket'
- reading and writing consonant digraphs representing different sounds, for example 'machine', 'change' and 'school'

### Discussion/Inquiry Questions

- Discuss author Emma Allen's use of complex and lyrical language in this book to evoke place, atmosphere and emotions.
- Identify some of the words she uses to do this (e.g. howled, sighed, growled, roared, tossed, tumbled, whirled, wandering) and discuss their effectiveness.

### Activity

- Create a poem, a word picture (collage) or a short story using some of these words to explore something that you find frightening, scary or troubling.

### Content description:

Literature and context

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)

### Elaborations

- Exploring the ways that the same story can be told in many cultures, identifying variations in the storyline and in music (for example 'The Ramayana' story which is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia)

### Discussion/Inquiry Questions

- *The Night of the Hiding Moon* details how shadow puppets are used in a number of cultures for retelling folk and fairy tales.
- Identify and discuss fairytales and folk tales that are common to more than one culture (e.g. Cinderella, or Tiddalik from Indigenous Australian culture and the Tyrannical Toad from Balinese culture).

### Activity

- Retell your chosen story and illustrate it with artwork drawn from that particular culture.

## Year 4

### Content description:

Interacting with others

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)

### Elaborations

- Making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required
- Discussing levels of language—slang, colloquial (everyday) and formal language—and how their appropriateness changes with the situation and audience. Presenting ideas and opinions at levels of formality appropriate to the context and audience

### Discussion/Inquiry Questions

- Read *The Night of the Hiding Moon* aloud to the class. Discuss how Emma Allen has used different types of language styles and structures to cover the four parts of the book:
  - the story of Felix and the shadows
  - the information about shadow puppets
  - instructions on how to make a shadow puppet
  - Allen’s personal reflections on writing the book.

### Activity

- Select one of the styles of writing used in the book and explain how you reacted to the story of Felix’s night-time adventures. Your writing could take the form of:
  - a prose poem
  - a factual retelling
  - a dot-point summary
  - a personal diary entry.

## Visual Arts

### Foundation–Year 2

### Content description:

Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)

### Elaborations

- Exploring a range of natural and man-made materials and technologies to visually express their experiences, for example, paint, pencils, ink, sand, photography and graphically
- Using techniques to demonstrate various compositional effects, for example, overlapping or crosshatching



### Discussion/Inquiry Questions

- Discuss artwork that plays with shadows and light, such as shadow puppets and silhouettes. Consider:
  - where it is found
  - how it is made
  - who makes it
  - what sort of stories it is used to tell.

### Activity

- Recreate the cover image of *The Night of the Hiding Moon* using a black silhouette or shadow puppet image of Felix and the shadow creature.

## Year 3

### Content description:

Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)

### Elaborations

- Selecting and experimenting with forms, styles, materials and technologies to explore symbolic use of visual conventions used by various cultures and times, for example, how colour and pattern are perceived as symbolic in different cultures
- Considering viewpoints—societies and cultures. For example: What clues in the artwork tell you where it was made, who made it, and why? What artworks are you familiar with? Which style of artworks represents your community?

### Discussion/Inquiry Questions

- Research Indonesian shadow puppets to discover and discuss:
  - their name in Indonesian (*wayang kulit*)
  - how long shadow puppet shows have been performed in Indonesia
  - what the puppets are made from
  - Why the puppets are brightly and intricately coloured when the audience only sees them as shadows
  - the significance of the colours (e.g. different skin colours and facial features represent different types of characters).

### Activity

- Find images of Indonesian shadow puppets and draw one of them. Decorate it using the colours and patterns that indicate what sort of character it is.

## Year 3

### Content description:

Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)

## Elaborations

- Exploring different ways of presenting artworks in different locations, for example, in folios, digitally, in a public space in the school

## Discussion/Inquiry Questions

- Discuss the importance of public art in telling the stories of a particular community, area or country.
- Identify places where public storytelling takes place today (e.g. film, theatre, television, graffiti, murals, the internet).

## Activity

- Create a large wall painting for your classroom, using shadow puppet or silhouette images to retell a story that is important to your school or community.

## Concluding Activities

### Creative Responses

- **Postcard**
  - Design a postcard featuring an Indonesian shadow puppet play.
  - Write a message on the back of the postcard to one of your friends or family members telling them an interesting fact about the show.
- **Poetry**
  - Write and illustrate a poem about your scariest experience.
  - Combine everyone's poems to create a class poetry book.
  - Select an appropriate title for your book incorporating the word 'shadows'.
- **Book Review**
  - Write a book review of *The Night of the Hiding Moon*.
    - What did you like most about the book?
    - What did you like least about the book?
    - How did it make you feel?
    - Would you recommend it to your friends? Why or why not?
  - Select another book by author Emma Allen from your school library.
  - Write a book review of the book you have chosen, and present it to the class, explaining what you liked about the book.
- **Story/Comic Strip/Video**
  - Write a story (or create a comic strip or a short video) about dealing with extreme weather, like a storm. Cover:
    - what the event is (e.g. cyclone, thunderstorm, hailstorm, dust storm, blizzard, flood, bushfire)
    - what effect it has
    - how it makes you feel
    - how you survive it
    - what happens afterwards.
- **Travel Blog/Diary**

- Create a map showing the places around the world where shadow puppet plays are performed.
- Select one of these places, research its culture and artwork, and write a travel blog post or travel diary entry about it.
- **Portrait**
  - Select one of your favourite creatures or characters from this book and create a portrait of it using acrylic paint, textas, pencils, watercolours or collage.

## Further Reading

### Books and Stories

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- Wignell, Edel, *The White Elephant: Drama Based on Asian Folk Tales*. Albert Park, Vic: Teaching Solutions, 2009.

### Websites

- Kidspot, 'How to Make Your Own Shadow Puppet Theatre', YouTube, [youtube.com/watch?v=-hL28SkHf1g](https://www.youtube.com/watch?v=-hL28SkHf1g).
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- 'Make Your Own Shadow Puppets: Fun with Light and Dark', Planet Science, [planet-science.com/categories/under-11s/our-world/2012/04/make-your-own-shadow-puppets.aspx](http://planet-science.com/categories/under-11s/our-world/2012/04/make-your-own-shadow-puppets.aspx).