

Nighty Night!

By Margaret Wild

The farm animals are getting ready for bed and as the mothers and fathers go to say 'Nighty Night' to their offspring, they are in for a big surprise! Just like children, these baby animals like to play tricks on their parents and delay going to bed as long as possible!

Literacy

1. Getting Ready for the Book

What 'pet' names do your parents call you? What do you do when it's time for bed?

2. Getting Into the book

After reading the book - How many excuses can you think of for not going to bed? How many unusual excuses can you think of? For example, my bedroom has turned into a jungle!



Music

Tone Colour

Sing the song *Old MacDonald had a farm*, using the animals (and illustrations) mentioned in the book.

Add instruments to represent the different animals' sounds and play them at the appropriate places in the song.

Read through the book again, and add these instruments whenever the relevant animals are mentioned in the story.

Structure

Create a new song based on the first part of the story, to the tune of this favourite song, for example:

Tune : Old MacDonald

Sung: *Night is falling on the farm, Nighty, nighty, night!
To their babies, sheep will say, Nighty, nighty, night!
Nighty night, lovely lambs, Nighty night, lovely lambs*

Spoken: Cheep, cheep, tricked you! Cheep, cheep, tricked you!

Sung: *Night is falling on the farm, Nighty, nighty, night!*

Sung: *Night is falling on the farm, Nighty, nighty, night!
To their babies, ducks will say, Nighty, nighty, night!
Sweet dreams, darling ducklings, Sweet dreams, darling ducklings*

Spoken: Oink, oink, surprise! Oink, oink, surprise!

Sung: *Night is falling on the farm, Nighty, nighty, night!*

Sung: *Night is falling on the farm, Nighty, nighty, night!
To their babies, hens will say, Nighty, nighty, night
Good night, chicky chicks! Good night, chicky chick.*

Spoken: Baa, Baa, Boo! Baa, Baa, Boo!

Sung: *Night is falling on the farm, Nighty, nighty, night!*



Sung: *Night is falling on the farm, Nighty, nighty, night!
To their babies, pigs will say, Nighty, nighty, night!
Sleep tight, precious piglets, Sleep tight, precious piglets,*

Spoken: Quack, quack, fooled you! Quack, quack, fooled you!

Sung: *Night is falling on the farm, Nighty, nighty, night!*

Extension:

Make up similar words for the second half of the story, eg.

Sung: *Night is falling on the farm, Nighty, nighty, night!
To their babies, sheep will say, Nighty, nighty, night!
Nighty night, lovely lambs, Nighty night, lovely lambs*

Spoken: Not yet, tell us a story! Not yet, tell us a story!

Sung: *Night is falling on the farm, Nighty, nighty, night!*

Sung: *Night is falling on the farm, Nighty, nighty, night!
To their babies, ducks will say, Nighty, nighty, night!*

Sweet dreams, darling ducklings, Sweet dreams, darling ducklings

Spoken: Not yet, we want kisses! Not yet, we want kisses

Sung: *Night is falling on the farm, Nighty, nighty, night!*

Sung: *Night is falling on the farm, Nighty, nighty, night!
To their babies, hens will say, Nighty, nighty, night!
Good night, chicky chicks! Good night, chicky chicks*

Spoken: Not yet, we're thirsty! Not yet, we're thirsty!

Sung: *Night is falling on the farm, Nighty, nighty, night!*

Sung: *Night is falling on the farm, Nighty, nighty, night!
To their babies, pigs will say, Nighty, nighty, night!
Good night, precious piglets, Good night, precious piglets,*

Spoken: Not yet, we have to wee! Not yet, we have to wee!

Sung: *Night is falling on the farm, Nighty, nighty, night!*

Slower and softer:

Sung: *Night is falling on the farm, Nighty, nighty, night!
To their babies, animals will say, Nighty, nighty, night!
Settle down, snuggle up, sleep tight, nighty night!*

Sung: *Night is falling on the farm, Nighty, nighty, night!*

Tone Colour

Divide into eight groups and have each group choose an instrument to represent either one of the parent animals or one of the baby animals. Play these instruments to represent the different animals and their babies as the song is sung.

Dynamics

Experiment with singing (and playing, if appropriate) different lines at different dynamic levels, eg.

Sung:	<i>Night is falling on the farm,</i>	<i>Medium</i>
	<i>Nighty, nighty, night!</i>	<i>Soft</i>
	<i>To their babies, sheep will say,</i>	<i>Medium</i>
	<i>Nighty, nighty, night!</i>	<i>Soft</i>
	<i>Nighty night, lovely lambs, Nighty night, lovely lambs</i>	<i>Soft</i>

Spoken: *Cheep, cheep, tricked you! Cheep, cheep, tricked you!* Loud

Sung:	<i>Night is falling on the farm,</i>	<i>Medium</i>
	<i>Nighty, nighty, night!</i>	<i>Soft</i>

Dance

Performing

Add movement sequences based on the created song (see above activity), using contrasting expressive qualities in the movement, eg. slower, quieter, heavier movements for the parent animals and quicker, louder, lighter movements to represent the baby animals.

Sing the song and perform these movement sequences to the words of the song.

Extension:

Have children sing the song silently in their heads and perform the same sequence of movements to a drum beat.

Visual Arts

Art Appreciation and 2D artworks

Examine a range of children's picture books and discuss the media, style and techniques the artist has used to create these different illustrations.

Examples may include tissue veiling, watercolours, cartoons, realistic drawings, imaginative depictions, photos, etc.

In groups of eight, have each group select one particular technique, style or media from the examples and have each student in the group represent one of the parent animals or one of the baby animals from *Nighty Night* on a piece of card, eg A5 size. This should produce a set of eight animal cards, four depicting parent animals and four depicting the baby animals.

Use these cards to play mix and match games with each other, matching the parent card with the appropriate baby card.

Extension: Play the same game, this time matching the parent card with the babies who 'tricked' them in the first part of the story.



Drama

Mime

Have one child hold the eight cards made by their group in the visual arts activity (see above).

The child shows the rest of the group the cards one by one and they move like that animal, showing an awareness of contrasting levels, dynamics and timing in their movements.

Extension:

Divide children into eight groups, one for each animal parent or baby.

As each card is shown, that particular animal parent or baby moves then freezes into position as the next card is shown and the next group of animals move, then freeze.

At the end of the activity, all children have frozen into a tableau (still picture) of a farm.

Dance

Composing and performing

Place the animal picture cards which have been made by the class (see visual arts activity) in random or ordered sequence, using repetition and contrast in movements to choreograph an animal dance.

Decide what movement to make in response to each card and for how many beats each movement will continue.

Using the cards as visual cues, perform the dance to music with a strong beat, or to a drum beat.

Literacy

3. Coming Back to the Book

Adapt the text for Readers Theatre with the whole class, where groups read the different animal parts, rather than individuals.

Look at the illustrations. List the animals in the story and their usual animal behaviour. For example, they eat grass, they swim on a pond, they make animal sounds.

Make another list of what the animals in the story do. For example, talk, drink tea, get into other animals beds.

Are the two lists similar? Different?

Why does the author and illustrator give the animals human characteristics?

4. Going Beyond the Book

Read other books with animal families.

For example,

- *Old Pig* by Margaret Wild
- *Little Bat and Baby* by Tania Cox
- *Sleepy Bears* by Mem Fox
- *Tom goes to Kindergarten* by Margaret Wild

