



TEACHERS' RESOURCES

RECOMMENDED FOR

Lower primary (ages 4+)

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KEY CURRICULUM AREAS

- **Learning areas:** English, Creative Arts
- **General capabilities:** Literacy, Critical and Creative Thinking, Personal and Social Capability

REASONS FOR STUDYING THIS BOOK

- To discuss new vocabulary, respond to texts and share feelings and thoughts about the events and characters in texts.
- To interpret images, and to experiment with creating images to communicate ideas to an audience.
- To discuss fears and creative solutions to problems.

THEMES

- Imagination
- Family
- Problem solving
- Creativity
- Fears

PREPARED BY

Penguin Random House Australia

PUBLICATION DETAILS

ISBN: 9780143793489 (hardback)

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Lights Out, Leonard

Josh Pyke & Chris Nixon

PLOT SUMMARY

A cheeky story about night-time fears from award-winning Australian singer and songwriter Josh Pyke.

Leonard doesn't like bedtime, especially when there's a five-nosed, seven-tailed, eleven-handed, scaly-waily monster hiding in the corner of his bedroom. It seems like Leonard will never sleep again . . . until he discovers a mysterious book called *How to Frighten Monsters*.

'This is an amusing, reassuring book with a universal theme and is a good addition to the range of bedtime books for children aged 3–6.' Louise Pfanner, *Books+Publishing*

ABOUT THE AUTHOR

Josh Pyke is an Australian singer and songwriter known for his six award-winning indie/folk albums, including a best-of album released in 2017. He is committed to representing the Indigenous Literacy Foundation, as one of only six lifetime ambassadors for the charity (and the only non-author lifetime ambassador). He launched the initiative 'Buskin for Change' in 2009 to raise support for the ILF. Josh co-wrote the ILF song 'Words Make the World Go Round' with Justine Clarke, as well as co-writing, producing and mixing five songs for Justine's new ABC2 TV show, *Ta Da!*

Lights Out, Leonard is his first picture book.

AUTHOR'S INSPIRATION

Josh says:

Writing stories for kids has been something I'd been experimenting with since before having my own children, but the consequent reading of countless wonderful books, and the telling of countless off-the-cuff made-up bedtime tales for my boys, clarified both the challenges of the craft, and my own desire to hone those skills.

My work with the Indigenous Literacy Foundation over the last 10 years or so has also highlighted the immense importance of literacy for kids of all cultures, and meeting wonderful authors and publishing representatives through the ILF was an integral part of what I begrudgingly call 'My Journey' towards becoming a writer.

'Lights out, Leonard' is a phrase I'd been saying before bed for almost 9 years of child-induced-sleepless nights. I'm not sure why I started saying it, I think maybe it just sounded good! Over time, that phrase slowly morphed into a character, and then a story in my mind, that I finally put down on paper. Seeing Leonard come to life via Chris Nixon's incredible artistic vision has been one of the most gratifying creative experiences of my professional career.

Activity

1. Watch the video clip for the song 'Words Make the World Go Round', which Josh wrote and sings alongside Justine Clarke for the Indigenous Literacy Foundation:
<https://youtu.be/xOSKMaD86rl>

ABOUT THE ILLUSTRATOR

Chris Nixon is an illustrator and designer based in Perth, Western Australia. His work is influenced by surf, skate, music and contemporary pop culture with an emphasis on the hand-drawn form. Accompanying his commercial work, Nixon has created several

large-scale artworks which have been installed around the state. In addition to his commercial illustration, Nixon has been published in over 10 children's books. In 2011 Nixon was named in the top 100 New Creatives by CMYK magazine.

KEY STUDY TOPICS

NOTE: Page numbers of the book are referred in these notes as beginning with the start of the story. For example, page 1 in the book reads: 'Leonard was not afraid of the dark . . .'

English

Questions

1. Read *Light Out, Leonard* together as a class. What do you think the author is saying with this story?
2. The story begins with talking about fears. Do you have a fear of something? For example, spiders, clowns, dogs.
3. Why do you think Leonard isn't afraid of the dark?
4. Besides Leonard's monsters, what are some other things that hide in the dark?
5. What is your bedtime routine? Do you hate going to bed just like Leonard?
6. On page 10, the author describes Leonard as 'lying on his back like a starfish'. Do you think this is a funny description? And how does comparing Leonard to this sea creature help the reader to understand what Leonard is doing?
7. What does 'BEWARE OF THE CHILD' mean? Why do you think it was in the book that Leonard found?

Activities

1. Think up some silly and inventive ways of your own for how Leonard could have tried to banish the monsters from his room. Write them as a list and present them to the class.
2. Imagining that Leonard didn't find the book that helped him get rid of the monsters, write your own ending to the story.
3. Discuss as a class the different ways people can say goodnight to each other. Does anyone in the class speak a different language at home, and if so how do they say 'goodnight' in their language? Write the list up on the board.

Art and Visual Literacy

Questions

1. How has the illustrator drawn the monsters that Leonard sees?



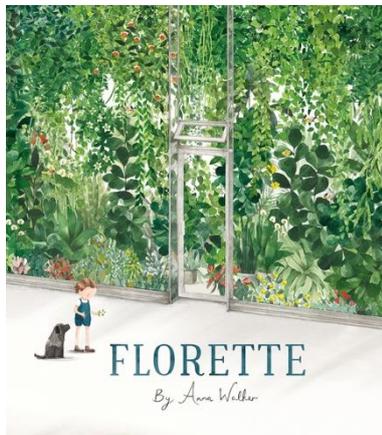
2. Do you think the monsters sometimes look like other objects in the room? For example, plants, the shape of furniture.
3. Why do you think the illustrator has drawn Leonard in a fox onesie?
4. The illustrator has used a limited palette for the book, which means he's drawn the pictures with only a few colours. What colours are they? How else has the illustrator made each page interesting? For example, through patterns, textures, shadows and different perspectives.
5. When Leonard's dad comes into his room to kiss him goodnight for the first time (pp6-7), the illustrator has drawn Leonard in light on the left-hand page and in shadow on the right-hand page. How has he achieved this and why do you think he's chosen to draw the scene like this? Does he use the gutter or centre binding of the book to help the layout of the image?
6. Page 14 has a picture with no text on it. What do you think the illustration is showing? Is it possible for illustrations to expression something in the story that's not in the written text? Does this add extra layers?
7. Look at the image of the BEWARE THE CHILD sign on page 25. How has the illustrator made this picture more dramatic? (Shadow of Leonard in his fox onesie.)
8. Looking at the final page (page 30), do you think this is a good image to finish the story on? What does it make you feel when you look at this picture? How are the dark windows of the house and the shape of the moon important for the story? (Compare to images on pp16-17)
5. Looking at the shapes the illustrator has drawn on each page, write down any instances where different objects have the same shape. For example, the steam from the kettle and the plant leaves on page 9.
6. Looking at page 14 for inspiration of a textless page, draw your own picture trying to express exactly what is happening in the below description.
Julie, a turtle, is in the playground at her new school.
7. Create your own version of the book *How to Frighten Monsters*. Don't forget to include the sign BEWARE OF THE CHILD.

Activities

1. Draw your own monster and write a description of it in a few sentences. Just like the author has done in the book, make sure to include how many legs, wings, tentacles, eyes, heads etc. it may have.
2. Think about what animals might hide in the dark and drawn them in a night-time scene inside or outside Leonard's room.
3. Research foxes and write a report that includes where they live, what type of family groups they have and the names for a male, a female and a baby fox.
4. Working with only 4 colours, draw a scene – like your classroom or the kitchen at home – to explore how the illustrator used only a few colours for the whole book.



FURTHER READING FROM PENGUIN RANDOM HOUSE AUSTRALIA



Florette
by Anna Walker

When Mae has to move house from the country to the city, she feels lonely and sad - until she discovers a beautiful place full of green in the centre of Paris. What she finds there sparks something special and beautiful that will make her feel much more at home.

Awards

Environment Award for Children's Literature, Winner of Picture Fiction, 2018

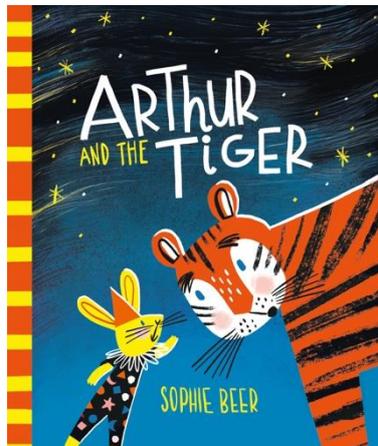
Australian Book Industry Awards, Shortlisted for Children's Picture Book of the Year, 2018

CBCA Book of the Year Awards, Shortlisted for Picture Book of the Year, 2018

Indie Book Awards, Longlisted Children's category, 2018

The New York Times/New York Public Library Best Illustrated Children's Books Award, 2018

[Teachers' resources available.](#)



Arthur and the Tiger
by Sophie Beer

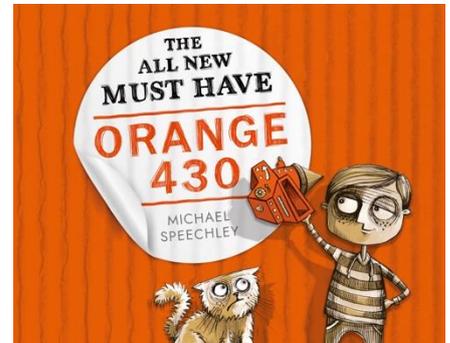
Arthur's circus is full of daring performers.

The Acrobat can soar like an eagle. The Strongman can lift a car with one finger. The Jugglers can breathe fire like dragons. But Arthur has never been brave enough to learn any daring circus tricks.

So what will Arthur do when a terrifying tiger joins the circus?

A beautiful story of finding strength in difference and resisting prejudice, by rising picture book star Sophie Beer.

[Teachers' resources available.](#)



The All New Must Have Orange 430
by Michael Speechley

Harvey owned a heap of stuff, but could always use more. The ORANGE 430 was the latest and the greatest. Harvey wasn't sure what it did, but he had to have it

A cheeky picture book for anyone who's bought a thingy or whatsit . . . and doesn't quite know why. In his debut picture book, Michael Speechley explores our obsession with stuff in a fun and edifying way.

Reviews

'A splendid debut for a remarkably talented author-illustrator.' Kevin Steinberger, *Magpies*

Awards

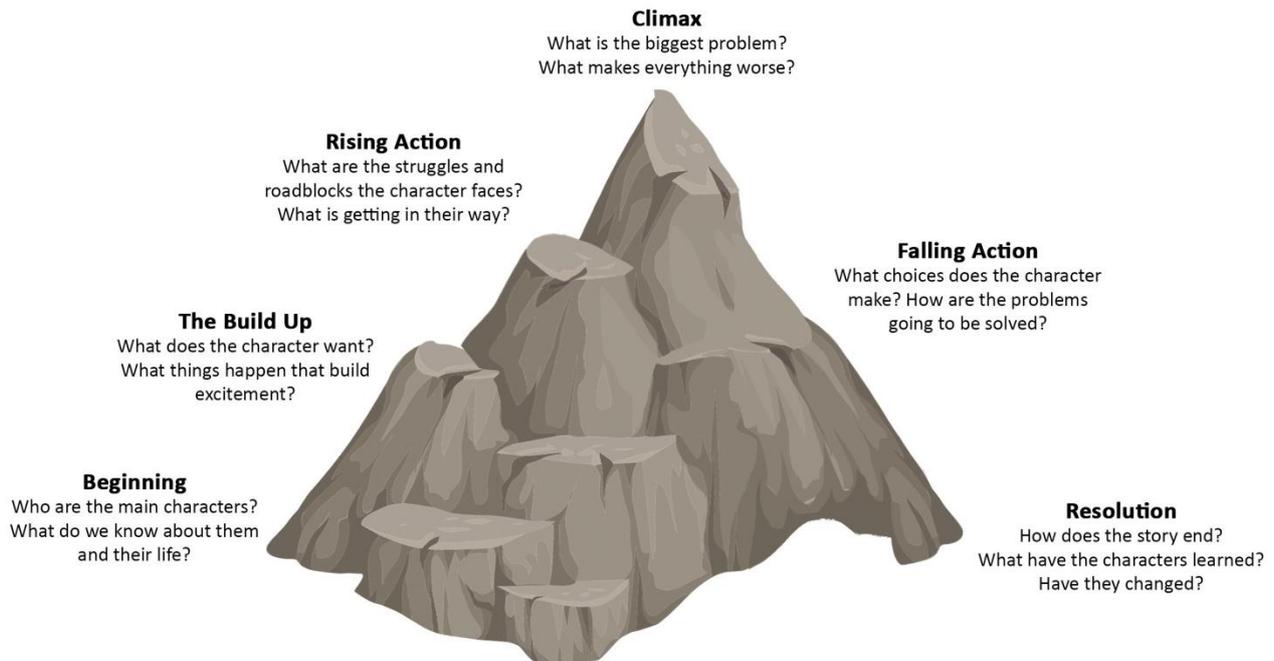
CBCA Book of the Year Awards, Shortlisted for Picture Book of the Year, 2019

[Teachers' resources available.](#)



WORKSHEET: Storytelling

Looking at the story mountain below, ask students to consider what parts of *Lights Out, Leonard* fit into each step of the storytelling structure.



Step in storytelling mountain	Description from book
Beginning	
The build up	
Rising action	
Climax	
Falling action	
Resolution	



ORDER FORM

TITLE	AUTHOR	ISBN	SCHOOL YEAR	RRP	QTY	TOTAL
Lights Out, Leonard	Josh Pyke & Chris Nixon	9780143793489	K-6	\$19.99		
Florette	Anna Walker	9780670079414	K-6	\$24.99		
Arthur and the Tiger	Sophie Beer	9780143791836	K-6	\$19.99		
The All New Must Have Orange 430	Michael Speechley	9780143788973	K-6	\$24.99		
TOTAL						

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