

CLARE POVEY



# THE MIDNIGHT SWEET FACTORY



## TEACHING RESOURCE



THE\_REBEL\_READING\_SOCIETY

Created by

The Rebel Reading Society and Hannah Palmer



MINI.MIDNIGHT.READS

*in collaboration with*

Clare Povey and Usborne Books



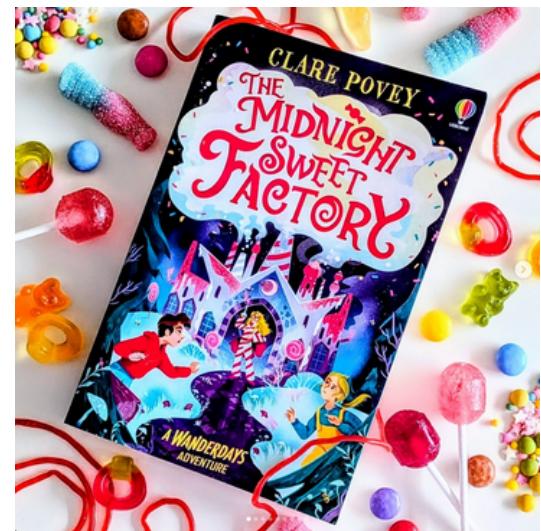
CLAREPOVEY



USBORNE\_BOOKS



The Midnight Sweet Factory is the perfect book for the nostalgic reader looking for a contemporary retake on Charlie and the Chocolate Factory. Standing in its own merit, the story contains mentions of environmental themes throughout, placed within a highly engaging sweet-themed rescue mission. The book, in accompaniment with this guide, link in with many areas of the National Curriculum for KS2 & KS3, particularly Science, English & Maths.



**Word of the Chapter** - For each chapter there is a word of interest selected from the text. These can be used in a variety of ways -

- Discussion of the word meanings.
- Prompts for looking up in dictionaries independently.
- Spelling practice.
- As writing prompts, to embed with the correct context within sentences.

**Discussion Prompt** - Each chapter also features a question to discuss. They range from discussing the characters and predictions for the book, to reflecting on the situations presented.

**Activity Ideas** - There are a selection of activity ideas that link in with the text, each touching on key topic areas.



## CHAPTER BREAKDOWN

### Chapter 1

- **Word** - notorious
- **Discussion Prompt** - The book opens with the sentence "Joseph stared into the face of the Kraken and felt no fear.". How does this grab the readers attention and entice us to keep reading?

### Chapter 2

- **Word** - concierge
- **Discussion Prompt** - Do you think the children made the right decision in not telling a trusted adult about the message they find?

### Chapter 3

- **Word** - coax
- **Discussion Prompt** - On page 27, Funmi says "Fail to prepare, prepare to fail,", how can you apply this to your own life?

### Chapter 4

- **Word** - injustice
- **Discussion Prompt** - How do the first few chapters compare to your first impressions based on the books cover?

### Chapter 5

- **Word** - sabotage
- **Discussion Prompt** - Using inferences from the text, do you have any predictions for what has happened to Charlie?

### Chapter 6

- **Word** - melodic
- **Discussion Prompt** - On page 64, Funmi is described with the following simile, "her pupils growing as large as gobstoppers". Can you come up with your own figurative language phrase that uses sweets to describe your current surroundings?

### Chapter 7

- **Word** - evidence
- **Discussion Prompt** - Do you think the children have made any assumptions when discussing the note and Charlie's disappearance?

### Chapter 8

- **Word** - opaque
- **Discussion Prompt** - What do you predict the children will uncover on their midnight stake-out?

### Chapter 9

- **Word** - descend
- **Discussion Prompt** - With reference to the text, how do you think the worry of the investigation has impacted on the way the friends are communicating with each other?

### Chapter 10

- **Word** - recede
- **Discussion Prompt** - If you were with the children, what would you do to try and get free?



### Chapter 11

- **Word** - fatigue
- **Discussion Prompt** - At the end of this chapter Joseph struggles with intrusive thoughts, how do you think his friends could support him with this?

### Chapter 12

- **Word** - churn
- **Discussion Prompt** - How has the author written the character of Charlie to convey that there is something mysterious going on?

### Chapter 13

- **Word** - misdirection
- **Discussion Prompt** - On page 133, Isaac says, "Forests belong to the earth, not people.", how does this sentiment help to protect the natural world?

### Chapter 14

- **Word** - reverie
- **Discussion Prompt** - What would be your first thing to do, if you had just washed up in a forest like the children?

### Chapter 15

- **Word** - translucent
- **Discussion Prompt** - What other foods can you imagine being used as construction materials?

### Chapter 16

- **Word** - terrain
- **Discussion Prompt** - In one sentence, describe how Joseph's character is unique to him.

### Chapter 17

- **Word** - bemused
- **Discussion Prompt** - How did this chapter show the children working as a team to assess the bridge?

### Chapter 18

- **Word** - vulnerable
- **Discussion Prompt** - At the end of the chapter, Funmi reflects on what it means to be a team. What does being a team member mean to you?

### Chapter 19

- **Word** - permeated
- **Discussion Prompt** - Using inferences from the text, what do you think Joseph's idea is for getting inside the factory?

### Chapter 20

- **Word** - bioluminescent
- **Discussion Prompt** - How do you think the discovery of George Midnight will impact upon the storyline?



## Chapter 21

- **Word** - antidote
- **Discussion Prompt** - Do you think it's ethical to control other people's thoughts and beliefs?

## Chapter 22

- **Word** - theory
- **Discussion Prompt** - How has hearing more about Melissa's past helped us to understand her actions throughout the book?

## Chapter 23

- **Word** - monotonous
- **Discussion Prompt** - Now that we have heard more about Melissa's motives, do you think her actions are justified?

## Chapter 24

- **Word** - dense
- **Discussion Prompt** - How has the use of figurative language to describe the hypnotised workers. built the image in our mind that they're working together like a hive of bees?

## Chapter 25

- **Word** - gauge
- **Discussion Prompt** - How do you think Flo is feeling when she makes the announcement through the speakers?

## Chapter 26

- **Word** - unison
- **Discussion Prompt** - The children have made a plan to get out of the factory, do you predict any further plot twists?

## Chapter 27

- **Word** - viscosity
- **Discussion Prompt** - How does the authors use of language, in combination with the storyline, create characters that are individual?

## Chapter 28

- **Word** - reverberated
- **Discussion Prompt** - Does this book remind you of any other books that you have read?

## Chapter 29

- **Word** - merciless
- **Discussion Prompt** - How did the author build tension through this chapter with her language choices?

## Chapter 30

- **Word** - interjected
- **Discussion Prompt** - At the end of this chapter the children are discussing holding Melissa responsible for her crimes. How do you think this should be done?

## Chapter 31

- **Word** - raucous
- **Discussion Prompt** - Would you recommend this book to a friend?

# THE MIDNIGHT SWEET FACTORY

## TEACHING RESOURCE



### WIDER CURRICULUM ACTIVITY IDEAS

#### Page 27 - Maths Prompt



Create a floor plan for Funmi's flat using descriptions from the text. You may wish to link this in with your Maths learning, with one of the following prompts.

- Make the plan a to-scale drawing, with reference to units of measurement.
- Calculate the perimeter of the floor plan.
- Create a reflection of your floor plan to show what a neighbouring flat may look like.

#### Page 64 - Art & Design Challenge



Create packaging designs for your own magic sweets that are both functional and visually appealing.

#### Page 119 - Geography Prompt



With reference to a map of the UK, use the 8-points of a compass to identify which direction the closest coast is to your location. This can be extended to plan the route that could be taken there.

#### Page 154 - Science Challenge



Honeycomb is made mostly out of sugar. Create a scientific experiment to show how sugar can be dissolved into water to form a solution, and then recovered. This can be extended by recording and presenting the findings.

# THE MIDNIGHT SWEET FACTORY

## TEACHING RESOURCE



### WIDER CURRICULUM ACTIVITY IDEAS

#### Page 196 - Art Research Project



Research life that produces bioluminescence and create an art piece to illustrate what you have learnt. Choose from one of the ideas below, or pick your own -

- European Glow Worm – extend with learning about their insect life cycle.
- Angler Fish – extend with learning about the life cycle of fish.
- Bioluminescent Fungus, such as Eternal Light Fungus, Ghost Mushrooms or Flor de Coco.
- Waitomo Glow Worms – this could be extended by studying the cave environment they inhabit in New Zealand.

#### Page 246 - STEM Challenge



Considering the materials you would use, design a robotic animal that could be used for surveillance as Melissa's bees do.

#### Page 299 - Writing Challenge



With consideration for the who the audience is, write Joseph's newspaper article in the Brinemouth Echo, about the children's experience in the Midnight Forest.



## CURRICULUM LINKS - KS2 & KS3

Included in this list are both links that are found directly within the book and ideas that have been extended upon within this guide.

- **English**

- Spoken Language
- Reading Comprehension - recommending books, meaning of words in context, drawing inferences, predictions, figurative language, challenging views courteously through discussion.
- Writing - identifying the audience, writing for a wide range of purposes.

- **Maths**

- Number - use standard units of length including with decimal quantities.
- Ratio, proportion & rates of change - use scale factors and scale diagrams.
- Geometry & measures - calculate and solve problems involving: perimeters of composite shapes. Identify properties of, and describe the results of, reflections applied to given figures.

- **Science**

- Working Scientifically - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Properties and Changes of Materials - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Systematic understanding of materials by exploring and comparing the properties of a broad range of materials.

- **Geography**

- Use the eight points of a compass, to build their knowledge of the United Kingdom and the wider world.

- **Design & Technology**

- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.

- **Art**

- Improve art and design techniques