

# What's That Noise?

Written by Greg Lang

Illustrated by Jane Wallace-Mitchell

## Level 4

This book is about the efforts of a young boy to stay awake at bedtime. There is some repetitive text supported by colour illustrations. Onomatopoeia is introduced. There are three lines of text placed consistently on the page and using the sentence structure: ... 'What's that noise?' asked Nick. 'That's the ... in the ...' said Dad. The sentence structure changes slightly on the last two pages.

## Getting ready for reading

Talk about times when children try to put off going to sleep. What do they do? What do Mum or Dad say and do?

## Talking through the book

You could say: *This is a book about a boy called Nick who is trying to stay awake past his bedtime. He does it by asking about the noises he hears from his bedroom.* Turn to the pages which show noise words in the illustrations. You might point to the sound and say: *What sound do you think is coming in the window?* (make the sound together) *What is making the sound?*

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### BEING A MEANING MAKER

Discuss:

*What is making the noise in the garden?*

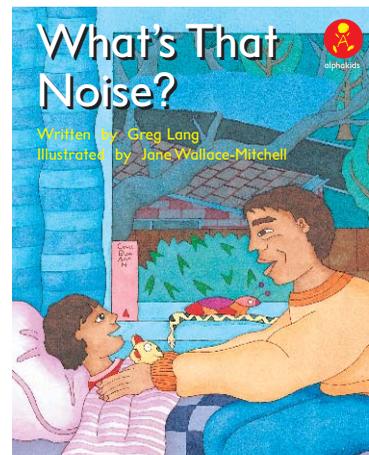
*Does Nick really not know what is making the noises? Why is he asking?*

*Why does the baby wake up?*

### BEING A CODE BREAKER

*Vocabulary*

- High-frequency words: *what's, that, that's, a, on, the, said, down, in, up, me, off, asked*
- Onomatopoeia: *brmm, woof, meow, wah, click*
- Word families: *that – bat, cat, fat, hat, mat, rat, sat; car – bar, far, jar, star*



### Check this

Teachers can observe children's emergent reading behaviours for evidence of the ability to correct their own errors. Always comment positively on self-correcting behaviour, for example: *Well done. You made it make sense (or sound right).*

### *Sounds and letters*

- Hearing sounds: /at/ in *what* and *that*

### *Writing conventions*

- Punctuation: upper case letters, full stops, question marks, speech marks, commas
- Grammar: differences between words used for asking and telling – *asked/said*

### **BEING A TEXT USER**

Discuss:

*Did you like reading this book? Who would you recommend it to?*

### **BEING A TEXT CRITIC**

Discuss:

*What is the author telling us about how children feel about going to bed?*

*What would your mum or dad do if you kept asking about noises at bedtime?*

## Literacy learning centres – follow-up activities

### **INTERACTIVE LITERACY CENTRE**

Children work in small groups to practise and tape the story. They then play the tape to the class. Have children provide feedback for each other about their performance.

### **WRITING CENTRE**

Children work in groups to make their own 'What's that noise?' book. Provide pictures of a range of things and the noise they may make, for example: bird – *cheep, cheep*; plane – *vrrmm, vrrmm*; fire – *crackle, crackle*.

### **WORD CENTRE**

Children make word ladders with the high-frequency words in the text. 

