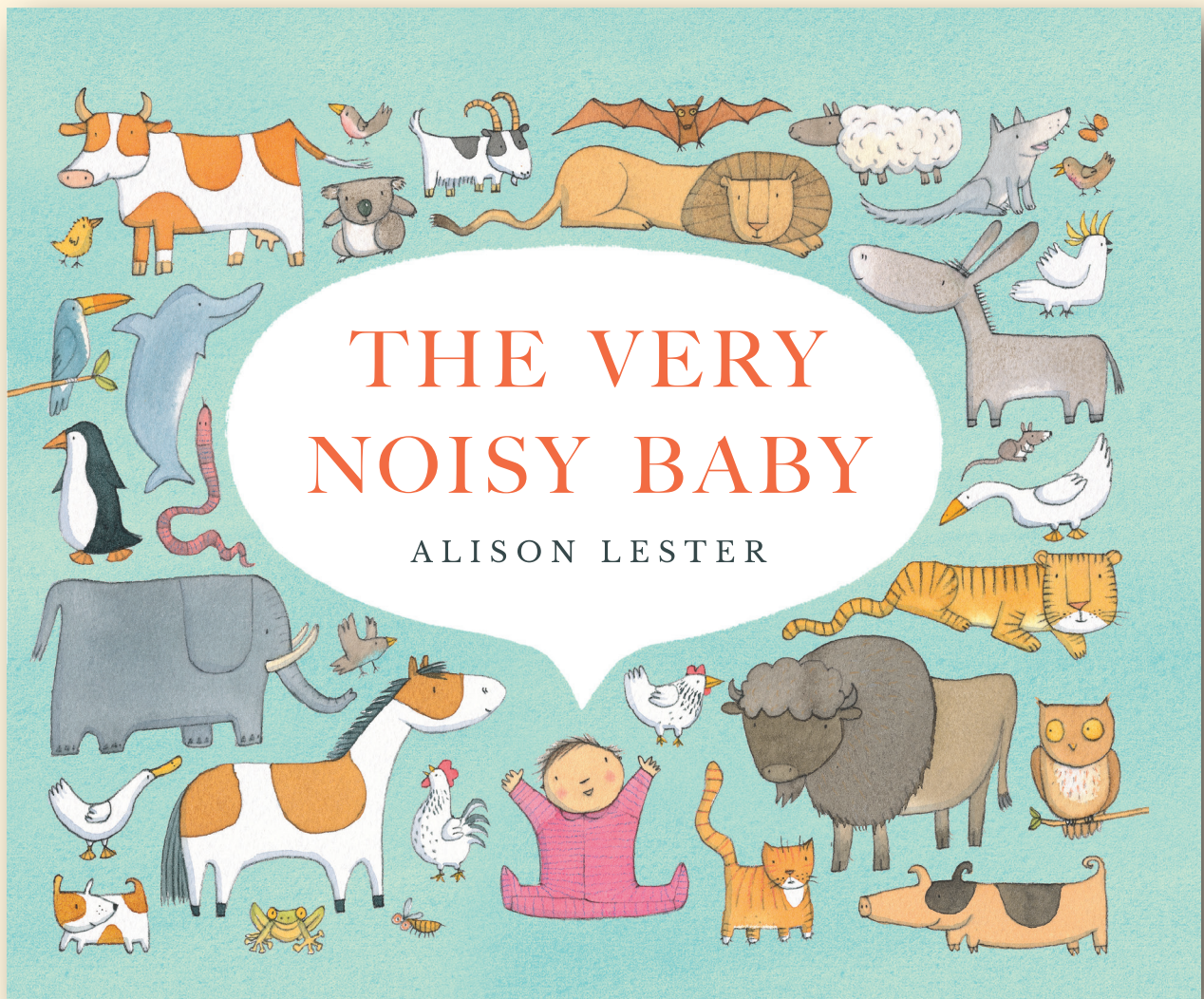


TEACHERS NOTES



Written and illustrated by
Alison Lester

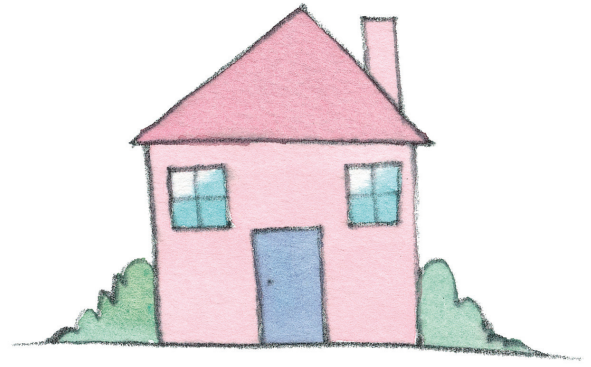
Suitable for Ages 2+

Themes

Solving a problem
Community spirit
Identifying animal sounds

Contents of this pack

- Overview of *The Very Noisy Baby*
- 'Before we begin reading' discussion points
- Key themes
- Discussion points
- Activities



Description

*Here is the story of a very noisy baby.
She could bellow like a buffalo
And roar like a lion
And howl like a wolf for a very long time.*

The baby loves to make all kinds of sounds. She's really very loud. But when some animals in the town go missing, can the very noisy baby help? Find out in this wonderfully boisterous story, full of action, fun (and noise!).

About the author-illustrator

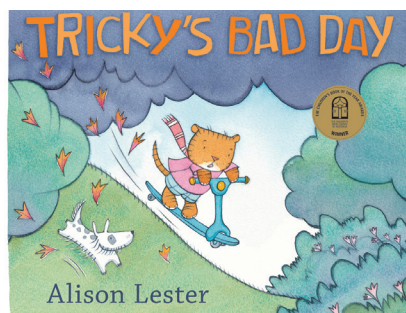
Alison grew up on a farm overlooking the sea and first rode a horse as a baby in her father's arms. She still lives in the country and still rides her horse whenever she can. Her picture books mix imaginary worlds with everyday life, encouraging children to believe in themselves and celebrate the differences that make them special.

Alison Lester has written many books, and won several prestigious awards. In 2018, *The Very Noisy Baby* was named a CBCA Honour Book for Early Childhood Book of the Year. Alison was Australia's Inaugural Children's Laureate from 2011 to 2013.

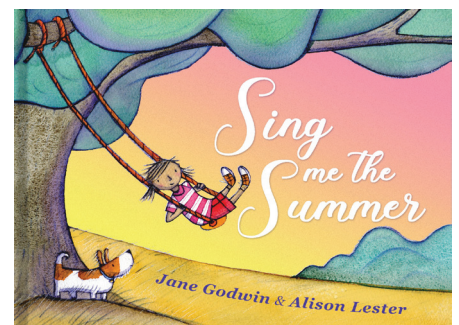


Find this book at our website: <https://affirmpress.com.au/publishing/the-very-noisy-baby/>

Other books from Alison Lester published by Affirm Press:



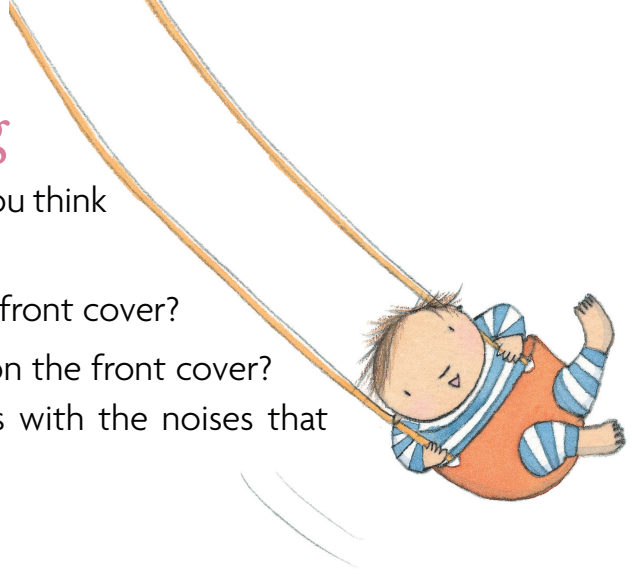
Tricky's Bad Day (2018)



Sing Me the Summer (2020)

Before we begin reading

- Have a look at the front cover. What do you think this book will be about?
- How many animals can you count on the front cover?
- Do you know what types of animals are on the front cover? Perhaps the class can call out their answers with the noises that each animal makes!



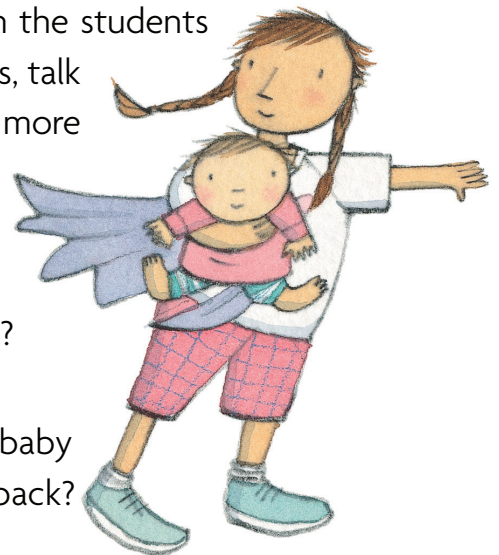
Key themes

- Solving a problem
- Community spirit
- Identifying animal sounds

Discussion points

Comprehension

- This story has a problem that needs to be solved! Can the students figure out what the problem is? Once you've discussed this, talk about why having a problem to resolve makes the story more interesting.
- In the middle of the story, we see all of the human characters going on a walk to find the missing animals. Who came up with the idea to seek the animals together? Why does a team effort work best?
- The sister character also has a great idea to place the baby near the bushes. Why does this action bring the animals back?



Literacy

- Rhyme is important to this story. Select a few pages and ask the students to make a list of the rhyming words on these pages.
- The baby makes lots of loud animal-like sounds! The baby also makes human sounds like gurgling and gooing. These are onomatopoeia words. Ask the children to say the words 'gurggle' and 'goo' and see if they can hear the noises that the words represent. Can they find other onomatopoeia words in this story? (See Activity 1 for another onomatopoeia activity!)
- This book includes words that describe happiness, like 'chuckled'. Can you find other words that express happiness?
- There are some long and potentially unfamiliar words in this book, such as 'strayed', 'bellow' and 'scouting'. Ask the children to discuss what these words might mean.

Numeracy

- How many animals can you count in the book? Pay close attention to all of the drawings, there may be some animals who are more hidden than others!
- How many animals are missing and found in this story? Is this a different number to the total amount of animals in the book?
- How many times does the baby gurgle and goo?
- How many siblings does the baby have?
- How many outfits does the baby wear? Are there any hints about the animals in the baby's clothes?

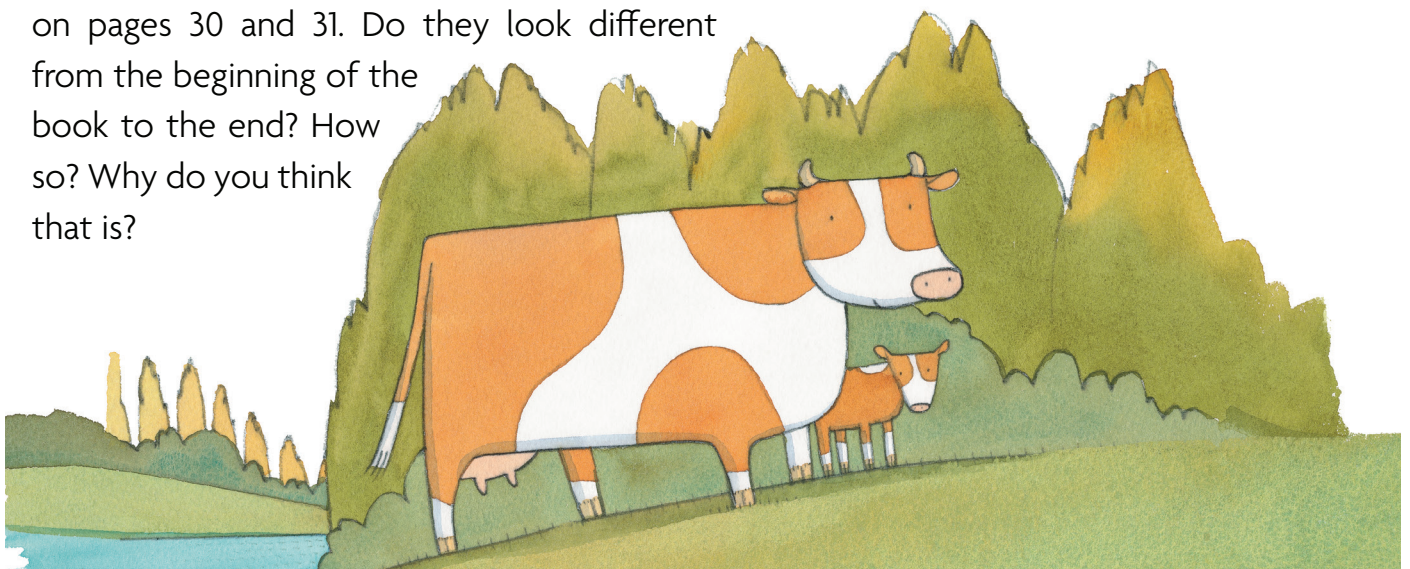


Knowledge and understanding of the world

- Go through the book and discuss the sounds that each animal makes. Perhaps the children could perform their best impressions! The sounds are unique to each animal in the book, but they are not all unique to each animal species. Ask the class what other animals could squawk and growl. Are there any other animals that moo and hoo?
- This book is set in autumn. Are there any clues that it's autumn in the book?
- Which of the animals in this story are commonly household pets? Which animals would you never find in a house?

Social and emotional development

- How do you think the characters Coco the Keeper, Professor Tom Twitchy, Mr McAlpine, Frances the Farmer and the pony club girls feel when their animals go missing?
- On page 15, we see all of the characters having a cup of tea together in the pink house. What do you think they'd all be talking about?
- Study each of the characters at the beginning of the book, and then look at each character on pages 30 and 31. Do they look different from the beginning of the book to the end? How so? Why do you think that is?



Activity one: Learn about onomatopoeia

Onomatopoeia occurs when a word sounds like the noise it describes. This page contains lots of onomatopoeia. Some of the words describe sounds that animals make while others describe sounds that humans make. Can you circle all of the animal sounds? Are there sounds that are made both by animals and by humans?

It helps to say each word aloud!

Howl

Cluck

Bark

Slurp

Sniff

Hum

Achoo

Gasp

Neigh

Honk

Click

Chatter

Whine

Growl

Hush

Gurgle

Squeak

Moo

Tweet

Whisper

Yowl

Meow

Oink

Bawl

Grunt

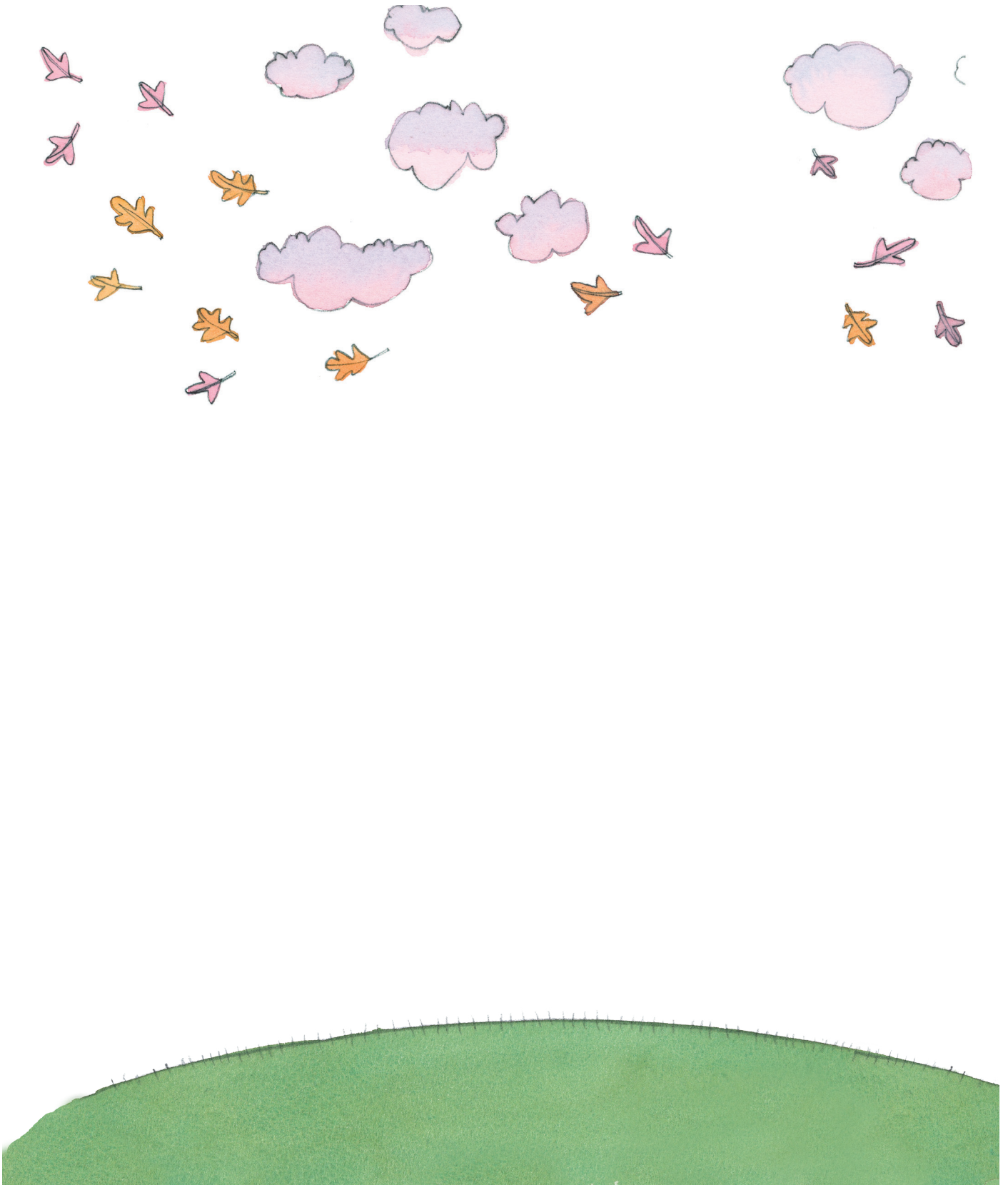
Buzz

Baa



Activity two: Draw a new animal character

Can you create a new animal character for *The Very Noisy Baby*? Think about an animal that is missing from this story. Perhaps the very noisy baby barks like a zebra, or croaks like a frog, or gobbles like a turkey? See the front cover for inspiration! Once you've decided on the character, draw it in the space below!



Activity three: Write a diary entry

Imagine that you are one of the animals in this story and you are writing about all of the day's events in your diary. Which animal would you choose to be, and what would you write about? Use the prompts below to create your diary entry!

Dear Diary,

Today has been rather adventurous! I went for a walk to _____.

I felt _____ to be going somewhere new!

Along the way I saw _____.

I heard a lot of strange noises coming from a pink house. The noises sounded like _____.

When I got to the new place, I met other animals, such as _____.

My favourite animal was the _____.

I found my owner when _____.

I feel _____ to be home!