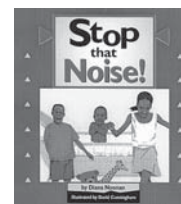


Stop That Noise!

by Diana Noonan

illustrated by David Cunningham



Book Summary

Here is a family that really likes to sing. The two young children join in to sing with Mom, Dad, the baby, and their grandparents. But when the family dog decides to show its talent

Features of the Book

- Clear, consistently placed text blocks.
- A familiar setting.
- The close picture/text match.
- The names – “Mom,” “Dad,” “Grandma,” and “Granddad.”
- The capital letters for the characters’ names.
- The repeated phrase – “When _____ sings, we sing too.”
- The quotation marks and exclamation point.
- The “ing” letter cluster – “sing” and “sings.”
- The double “oo” vowel – “too.”
- The high-frequency words – “we” and “that.”

Purpose

Stop That Noise! can be used in a guided reading setting to introduce the following skills and strategies:

- S** predicting the meanings of new or unfamiliar words from the context of the story;
- S** hearing the individual sounds in words;
- S** encouraging reading using expression to increase understanding;
- S** writing a story that incorporates a similar model to that of the book.

Introducing the text

Look at the cover and note the size of the text and the exclamation point.

- What does this tell us about these words?
- How do you think the children are feeling?

Read the title and the names of the author and illustrator to the group.

Explain that this book tells us about two children singing with different family members.

- What kinds of songs would they be singing?
- Do you sing at home? What kinds of songs?

Reading the text

- S** Predicting the meanings of new or unfamiliar words from the context of the story.
- S** Hearing the individual sounds in words.
- S** Encouraging reading using expression to increase understanding.

Pages 2 to 5

- Who are the children singing with? Can you point to the words that tell you?

Page 6

- Who is this? Who else is in the picture?

Page 7

- Are Granddad and the children still singing? Why not?
- What do you think the dog’s song sounds like?

Point out the ellipsis. This tells us that we should expect something to happen on the next page.

Page 8

- What do you think the family is saying?

Children now read the book independently.


Revisiting the text

- Can you point to the word that rhymes with “rings”?
- Listen to the sound that “ing” makes. What other words end with this sound?

List the children’s examples.

Following Up

- S** Writing a story that incorporates a similar model to that of the book.

 The children could list the family members mentioned in the book, then add as many other terms as they can – Aunt, Uncle, the names of their own brothers and sisters, and so on.

- Sing the children’s favorite songs and chants.
- B** Complete the blackline master opposite.