

Sounds Spooky

Teaching Reading Notes

Literature and Literacy

Context

- The idea for this picture book came from strange noises that were heard by the author one night which woke him from his sleep. Hold a discussion on night noises and what they could be. Record on paper and IWB
- Hold a class sharing session where students recount their scariest sounds. Students make those sounds.
- Record student ideas about what is real, what is possible and what is fantasy.

Examining

- Read the story aloud *without* the pictures and ask the students to interpret the story. Which character is narrating the story? Who could it be? Students come up with possibilities.
- Read the story *with* the pictures. What difference do the illustrations make to the reading of the story?
- Read the story and have students clap the rhythm of the story. What other books can this be done with?
- Create a timeline of events. Discuss the different parts of the story in relation to the timeline. Discuss what would happen to the story if anyone of these were changed.
- Draw and label the characters from **Sounds Spooky** and write a sentence to describe each character.

Responding

- Hot seat students in roles as the ghost child, the children at various stages throughout the book.
- How would you feel if you heard strange sounds while lying in bed one night. Write a diary or blog entry. Create a news story that includes an interview about strange night-time noises. Write a newspaper report.
- Hold a class discussion about ghosts. Create a list of words that describe the ghost.
- Research information about some of the animals from **Sounds Spooky**. Create an interactive poster about night creatures.

Creating

- Using drawing software create other scenes for the haunted house with the children exploring the house and the ghost's reaction. Display drawings

using an IWB and then create sentences and phrases to match the illustrations.

- Using the background images and art work on the **Sounds Spooky** website students can create their own Sounds Spooky story.
- Examine the illustrations. They are made from materials that include, clay, cardboard, recycled frames which are then recreated with computer software. Have students create their own characters using modelling clay and then using a toy house or other construction have students create their own haunted house scene. Take photos, write the story and then construct the finished story using computer software.
- Create and record a sound scape of nocturnal noises.

Language

Text structure

- Using an IWB create drag and drop letters to make a simple CVC words such as bat.
- Play a matching game using the nouns and the sounds words.

Grammar and Vocabulary

- Use Wordle (www.wordle.net) to create a word cloud for **Sounds Spooky**. Discuss and analyse the created cloud.
- List all the words of the book then create groups for the words eg: sound words, object (noun) words
- Identify all the NOISE words in **Sounds Spooky**. Create a list of these words

Visual and multimodal features

- Discuss how has the illustrator has created the effect of a haunted, spooky house.
- Examine the face of the ghost child throughout the book. How does the face change?

... and don't forget to drop into the websites of Christopher and Sarah.

www.chrischeng.com

www.sarahdavisillustration.com

Title: Sounds Spooky

Author: Christopher Cheng

Illustrator: Sarah Davis

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