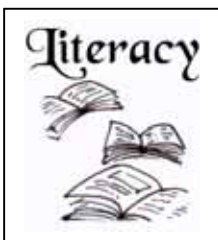


Too Loud Lily

By Sophie Laguna, Illustrated by Kerry Argent

Lily the Hippo was too loud! Everything she did was too loud and everyone told her so! 'I can't hear myself think,' said Dad; 'You'll wake the baby', said Mum! Even at school she was too loud - until Miss Loopiola came to teach music and drama. In dance classes Lily was asked to dance LOUDER and in music she was allowed to crash the cymbals and bang the drums! In the class play, she was the star of the show!

Introducing the Book



The Cover

Conceal the picture of Lily on the front cover so that only the title is revealed.

Who can read the title of this book?

What do you notice about the way it is written? Why do you think it is written this way? Have you ever been told that you are too loud? Who

told you? Why?



What are some of the loud things that you do? List the children's responses on the board or a large sheet of paper. Who is Lily? If this was the title of a book about you what would it say? For example, *Too Noisy, Sue! Too Messy, Ann! Too Quiet, Will!*

Using the patterned title of *Too Loud Lily* as the inspiration, the children write and design their own title in the top third of a piece of A3 paper, experimenting with a variety of mediums, such as paint, felt tipped pens, coloured paper, stickers, stamps. The children share their titles, which are then kept in a safe place for future use.

The illustration of Lily is still concealed. What do you think the story *Too Loud Lily* is going to be about? Record the children's predictions. Who did you say Lily was? Show the children the picture of Lily. Now what do you think the story *Too Loud Lily* is going to be about? Add new predictions to the list.

From the illustration on the cover how would you describe Lily. Record the children's responses. Do you think this is going to be a factual book? How do you know? Do you think this is going to be a humorous book? How do you know? Who wrote the book? Who illustrated the book?



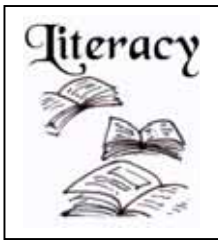
The endpapers

Why are the endpapers spotted? What pattern would you choose for the endpapers of your book? Why?

The title page

From the illustration on the title page do we learn anything else about Lily? Add any new information to Lily's description.

Getting into the Book



Read to 'LILY HIPPO, NOT SO LOUD!' they all said. Is there anything else you would like to add to the Lily list? How do think Lily is feeling? Why? Have you ever felt like Lily?

Read the next double page spread. Look at the sequence of illustrations. What is happening? What do you think will happen next? Why?

Read to 'Sometimes even Hester and Lou were cross with Lily. She was too loud'. What is the principal's name? What animal do you think the principal might be? How do think Lily is feeling? Why is Lily so loud?

Read to 'Lily *loved* Miss Loopiola'. Why does Lily love Miss Loopiola? How do you think Lily is feeling? Why? What has changed?

Read to 'Lily could feel her heart thumping and her knees shaking'. How is Lily feeling? Have you ever felt like Lily? Are the other animals feeling the same way? How do you know? What do you think will happen next?

Read to the end of the book. Why did the audience say 'HOORAY for LILY HIPPO!?' What had changed? Why? How do you think Lily feels at the end of the play? Why? Have you ever felt like Lily?

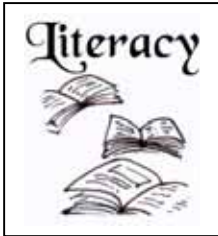


Read the book again. List the things that Lily does well. For example, stomping, crashing cymbals, banging drums, growling and roaring. Individually, the children list the unconventional as well as the conventional things that they do well on their A3 paper with the decorative title. For example, making mud pies, getting dirty, singing loudly, jumping on the lounge, reading quietly, being polite. These can then be shared and displayed.

Create a class book or poster about when it is okay to be loud and when it is good to be quiet. For example, it is okay to be loud when you are in the playground, it is okay to be loud when your teacher wants you be a wild animal and growl, it is okay to be loud when the print in the text you are reading together is noisy and LARGE, it is

good to be quiet when others are trying to write in their books. Why is it okay to be loud sometimes? Messy sometimes? Muddy sometimes?

Coming Back to the Book



In *Too Loud Lily*, Lily's big brother says she makes 'more noise than a herd of wild elephants'. List other well-known sayings that compare what we do to animals or things. For example, 'as quiet as a mouse', 'as hungry as a lion', 'as slow as a snail'. As a class create your own.

In *Too Loud Lily* there are many 'doing' words which end in 'ing'. Read the story again. How many can you find? Make a list. For example, stomping, crashing, banging, growling. Read the words and do the actions.



Dance: Dynamics

Put on some loud marching music and have children move lightly and quietly to the beat of the music. Then ask them to move heavily and loudly to the music. Discuss which movements are easier to do to this piece of music and why. Then choose a soft piece of music and have them try to move around the room doing heavy, loud movements, then

soft, light movements.

Discuss which movements were easier to do to the soft piece of music and why and which movements were easier to do to the loud piece of music.



Visual Arts: 2D Painting

Use the same two pieces of music from the above dance activities, and have children paint their responses to each piece of music on a different piece of

paper.



Discuss the different interpretations of the pieces of music and why the responses were different.



Visual Arts: Appreciation

View a variety of art prints and have children decide if they could be representing loud music or soft music. Discuss the works in relation to colours, lines, shapes, patterns, etc.

Have them write a paragraph describing the picture and why they thought it would represent loud music or soft music.



Visual Arts: Digital Forms

Extension: Download some of the prints from the internet and insert these into the wordprocessed paragraphs from the above activity.

Present them attractively on a backed sheet of paper.



Visual Arts: 2D

Look at the cover of the book. The words 'Too loud' are written using thick letters and bright, bold patterns. Discuss how the words may have been written if they said, 'Too soft'. What colours, shapes and patterns could have been used?

Have children design their own names using thick letters like the ones on the cover of the book. Then ask them to decorate the letters to describe their personality and interests.

Extension: Introduce the children to the Italian names for the different dynamic levels in music, ie. *piano* = soft, *mezzo piano* = moderately soft and *forte* = loud. Have children design an A4 sheet with one of these Italian words on it written in thick letters and decorated like they have done their names.

Show through the size, colours and patterns used in the artworks what the meaning of the word is, eg. use small letters, soft, light colours and small patterns for *piano* (soft) and use large letters, bold, bright primary colours and large patterns for *forte* (loud). Use these artworks as flashcards when singing songs to indicate which lines should be sung loudly, softly or medium.

Older children may like to include the Italian terms for very soft (*pianissimo*), moderately loud (*mezzo forte*), very loud (*fortissimo*), getting louder (*crescendo*) and getting softer (*diminuendo*).



Music: Dynamics

Read through the story and select phrases about loud, medium or soft sounds, eg.

Sing quietly

Laugh loudly

Stomp quietly
Stomp loudly
Crash the cymbals
Bang the drums
Growl and roar
Cackle and screech
Sing the song
Clap in time
Stamp and cheer



Use these phrases to create a song to the tune of *Here we go round the Mulberry Bush* (p. 176, *The Essential Arts Handbook*, by Deirdre Russell-Bowie, Karibuni Press, 1993). Add appropriate instruments and dynamic levels as the song is sung, eg.

Softly

This is the way we sing quietly, sing quietly, sing quietly,
This is the way we sing quietly, early in the morning.

piano

This is the way we stomp quietly, stomp quietly, stomp quietly,
This is the way we stomp quietly, early in the morning.

Medium

This is the way we sing the song, sing the song, sing the song,
This is the way we sing a song, early in the morning.

mezzo forte

This is the way we clap in time, clap in time, clap in time,
This is the way we clap in time, early in the morning.

Loudly

This is the way growl and roar, growl and roar, growl and roar.
This is the way we growl and roar, early in the morning.

forte

This is the way we clap and cheer, clap and cheer, clap and cheer,
This is the way we clap and cheer, early in the morning.



Visual Arts: 3D Artworks

Have children collect a variety of 'junk' materials, such as empty bottles, cans, metal boxes, ice cream containers, etc. Use Reverse Garbage materials (at Casula or Marrickville for Sydney-siders) to add to your collection. Ask children to create a musical instrument from these junk materials. Emphasise safety, durability and attractiveness in regards to the instrument.



Music: Dynamics

Have children experiment with their instruments then categorise them into groups indicating which instruments make a loud sound, which make a medium sound and which make a soft sound. Experiment to see if each instrument can make soft, medium and loud sounds.

Try having children make a *crescendo* with their instruments, ie. starting softly and gradually building up the sound until it is very loud. Then reverse the series of sounds to create a *diminuendo*, ie. start loudly and gradually reduce the sound level until you finish with a very soft sound. Use these instruments to accompany the singing of the song in the music activity above.



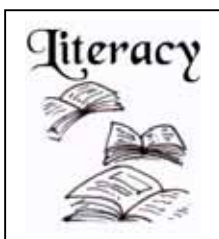
Drama: Improvisation

Look at the pictures to illustrate the text: *At school Lily's best friends were Hester and Lou.*

- ✂ What animals are Hester and Lou?
- ✂ What is happening in each of the pictures?
- ✂ What do you think the crocodile was writing in the note?
- ✂ What do you think Lily laughed about?
- ✂ Who do you think is the Emu?
- ✂ What happens on the next page?

What would you do if someone passed you a note in class? If you accepted it, what do you do if you were caught and punished? Would you blame the other children for writing and passing the note, or would you take the blame on yourself for accepting and reading it? In groups of four, dramatise what happened in the book, based on the pictures examined. Add in your own ending based on the above discussion. Share the different dramatisations and discuss the different endings.

Going Beyond the Book



Read other picture books illustrated by Kerry Argent. For example, *Wombat Divine*, *Sleepy Bears*, *Gotcha!*, *Miss Lily's Fabulous Pink Feather Boa*.

What is the difference between a factual text and fictional text? Is the character of Lily believable as a hippopotamus? Find out about the hippopotamus. What are their characteristics? Does Lily share any of these? Does Lily have any human characteristics? Is Lily a believable character? Why?