

Hearing Things

by Ben Sears

TOON Level 2

Grades = 1-2

F&P Reading Level = L

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FOR VISUAL READERS
TOON BOOKS®



Richard Kutner, New York, NY

Richard Kutner is the head of the TOON Educational Team. He is a translator of both prose and graphic literature with a forty-year background in education. He holds degrees from New York University and Yale and was the 2014 recipient of a Hemingway Translation Grant for his work with TOON.

CCSS-aligned Guided Reading Teacher's Guide

Standards indicated for grades 1 and 2

Overview	<p>Sounds are all around us. Children can learn how to identify sounds and how they are produced and transmitted.</p> <p>In this book, a boy and his pet cat go to a haunted house to record scary sounds for his sister, who composes songs.</p>
Subject	Sound
Grade Level	1-2
Suggested Time	40 minutes
Materials	Smartphone or cassette recorder, paper, art supplies
Objectives	<p>To think about sounds and distinguish among them.</p> <p>To think about how sounds produce different feelings.</p> <p>To learn about how sounds are produced, transmitted, and heard.</p> <p>To gain an understanding of how text and images work together to bring out the underlying ideas driving a story.</p>
BEFORE READING	
	<p>What are some of your favorite sounds? Why?</p> <p>What sounds don't you like? Why?</p> <p>What makes some sounds scary?</p>

DURING READING

Look at the cover of the book. What does it make you think will happen in the book? How does it make you feel? Why?

RL.1.1, RL.1.7, RL.2.1, RL.2.7

How does the way the title is written seem scary? What about the eyes in the tree, the vulture, and all the strange sounds?

RL.1.1, RL.1.3, RL.2.1,
RL.2.3, RL.2.7

Why is Martha unhappy?

RL.1.1, RL.1.3, RL.2.1,
RL.2.3, RL.2.7

What is the role of Frankie the cat in this book?

RL.1.1, RL.1.3, RL.2.1,
RL.2.3, RL.2.1, RL.2.7

Do you think the owners of the house could be music lovers or musicians? What makes you think so?

OR:

Find as many of the following musical instruments in the house as you can. (Some of them are in paintings on the wall.)

Piano, flute, guitar, tambourine, xylophone, drum set, trumpet, electronic keyboard, cymbals, bongo drums.



RL.1.3, RL.2.7

What about in Martha's room? (xylophone, maracas, keyboard)

RL.1.1, RL.1.3, RL.2.1, RL.2.7

In your own words, what do you think is the difference between **noise** and **music**? What makes noise noise and music music? (Ask this question again after the discussion of sound in the ACTIVITIES section below.)

RL.1.1

How does Frankie the cat communicate?



RL.1.1, RL.1.3, RL.2.1,
RL.2.3, RL.2.7

Does Martha feel the same way at the end of the book as she did at the beginning? Why? How can you tell? Who helped her to change her mood?

RL.1.1, RL.1.3, RL.2.1,
RL.2.3, RL.2.7

How are Tim and Martha alike?

They both give up at first when faced with a challenge.

RL.1.1, RL.1.3, RL.2.1, RL.2.3

Who helps Tim to change?

RL.1.3, RL.1.7, RL.2.1,
RL.2.5, RL.2.7

How does the beginning of the story introduce it, and how does the ending conclude it?

At the beginning of the story, Tim is recording sounds, and at the end, his recording device is playing them. At the beginning, we have Tim, Frankie, and Martha in Martha's room, and they're back together there at the end.

RL.1.1, RL.1.7, RL.2.1, RL.2.2, RL.2.3, RL.2.7

Do you think Tim and Martha learned anything in this book? What might it be?

Perhaps they learned not to give up when faced with a challenge and that we all need help sometimes.

RL.1.1, RL.1.3, RL.1.7, RL.2.3, RL.2.6

Choose two students to read Tim and Martha's parts on pages 4, 5, and 6. Then have them read these parts on pages 30-31. Tell them that their expression should express the change in the characters' moods.

RL.1.1, RL.1.7, RL.2.1, RL.2.7

VISUAL EXPRESSION

Why do you think the author/artist made the outside of the haunted house gray but the outside of the other houses in the neighborhood colorful?

RL.1.7, RL.2.7

There are many scary details in this book. Notice:

- the cemetery in the fourth panel on page 8
- sinister plants
- spider webs
- broken or cracked windows
- cracks in the walls
- skulls
- broken stair banister
- peeling paint
- mysterious paintings



the face in the soap suds on page 22

last panel page 7: The house looks like a skull. Vultures are flying over the house.

page 19, last panel: Notice the eyes in the container on the top left and the hand coming out of the garbage can on the bottom right.

RL.1.7, RL.2.7

Notice how there are only a few sounds at first, but then there are more and more until they fill up a two-page spread on pages 26-27.



RL.1.4

What is your favorite sound in the book? Why?

RL.1.1, RL.1.7, RL.2.1, RL.2.7

Why do you think the cat's word MEOW is written in orange?

RL.1.1, RL.1.7, RL.2.1, RL.2.7

What cooking equipment do you see in this book?

Pots, pans, stove, flippers, tongs, salt and pepper shakers, scoop, fork, knives, a whisk, a toaster.

RL.1.7, RL.2.7

Notice how the slippers are walking around by themselves at the bottom of pages 26-27.

There are many more fun details to discover in this book. Enjoy them! Think about why they're there.

RL.1.7, RL.2.7

Notice how the artist uses different colors for different sounds. This highlights the differences among them.

RL.1.4, RL.1.7, RL.2.7

Notice how the author uses thin letters (even white) for SILENCE and thicker, colorful letters for the noises. This points out the strong contrast between the two.

RL.1.1, RL.1.3, RL.1.7,
RL.2.1, RL.2.3, RL.2.7

Notice how the artist uses dark colors for Martha's room at the beginning of the story (pages 4-6) and lighter ones at the end (pages 30-31). Why do you think he does this?

AFTER READING

ACTIVITIES

If practical: Borrow a smartphone and find out how to record sounds. (Use the **Voice Memos** app on an iPhone or **Sound Recorder** or **Voice Recorder** on an Android.) Record some sounds for a few seconds each. Bring the phone into class (with a parent) and play the sounds to your classmates to see if they can guess what they are. Make sure you can remember!

You can also do the same thing to record only what you think are **scary** sounds.

This activity can also be done with a digital voice recorder or a cassette recorder.

OR:

Teacher can make a list of actions or situations and ask children to make up a sound for each one.

Make a list of eight sounds you like and eight that you don't like. Discuss in class. Do any of your classmates have the same ones?

Teacher can work with students to make large graphs of the most common responses.

Have each child bring in something to make a sound. Create a percussion orchestra and a piece of music that is easy to learn. Perform it for children in other classes. You can add a vocal part if you wish.

Discuss with children how sound is produced by vibration and travels in waves. You can use a tuning fork and plunge it in a glass of water to show the vibration. Show children a diagram of the ear.

You can also stretch a rubber band across an empty coffee can (from top to bottom): see the last video below.

Here is a technical explanation of how we hear:

[https://www.hopkinsmedicine.org/health/conditions-and-diseases/how-the-ear-works#:~:text=The%20cochlea%20is%20filled%20with,auditory%20nerve\)%20to%20the%20brain](https://www.hopkinsmedicine.org/health/conditions-and-diseases/how-the-ear-works#:~:text=The%20cochlea%20is%20filled%20with,auditory%20nerve)%20to%20the%20brain)

And here are some videos made specifically for children:

<https://www.youtube.com/watch?v=mptjEoHF2aI>

(Turn the video off when it gets to the writing part.)

<https://www.youtube.com/watch?v=3-xKZKxXuu0>

https://www.youtube.com/watch?v=RiVx5Lih_44

People who cannot hear can read lips and/or use sign language (signs made with the hands and face). There are a few books that children can use to learn some words in American Sign Language, for example Joan Holub's My First Book of Sign Language (Scholastic).

There are more than 300 sign languages around the world!

Perhaps you can get a sign language interpreter to come to school and demonstrate sign language for your class (and perhaps teach students a few words).

HOW DO YOU FIND AN INTERPRETER?

The National Registry of Interpreters for the Deaf (RID) hosts an online database, or call 703-838-0030 (voice) or 703-838-0459 (TTY).

Give each child a piece of paper and some paint, crayons, or other medium. Play a piece of music (or a long series of sounds) for them and ask them to paint or draw what they hear or feel. Abstract versions are fine!

FYI:

Tim's cat, Frankie, is a calico cat. Almost all calico cats are female. The term "calico" refers only to a color pattern of the fur, not to a cat breed or any reference to any other traits.



Below are the ELA Common Core State Standards for Reading: Literature addressed in this book by grade level.

	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas
1	<p>CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS-ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>
2	<p>CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading aloud.</p>	<p>CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>