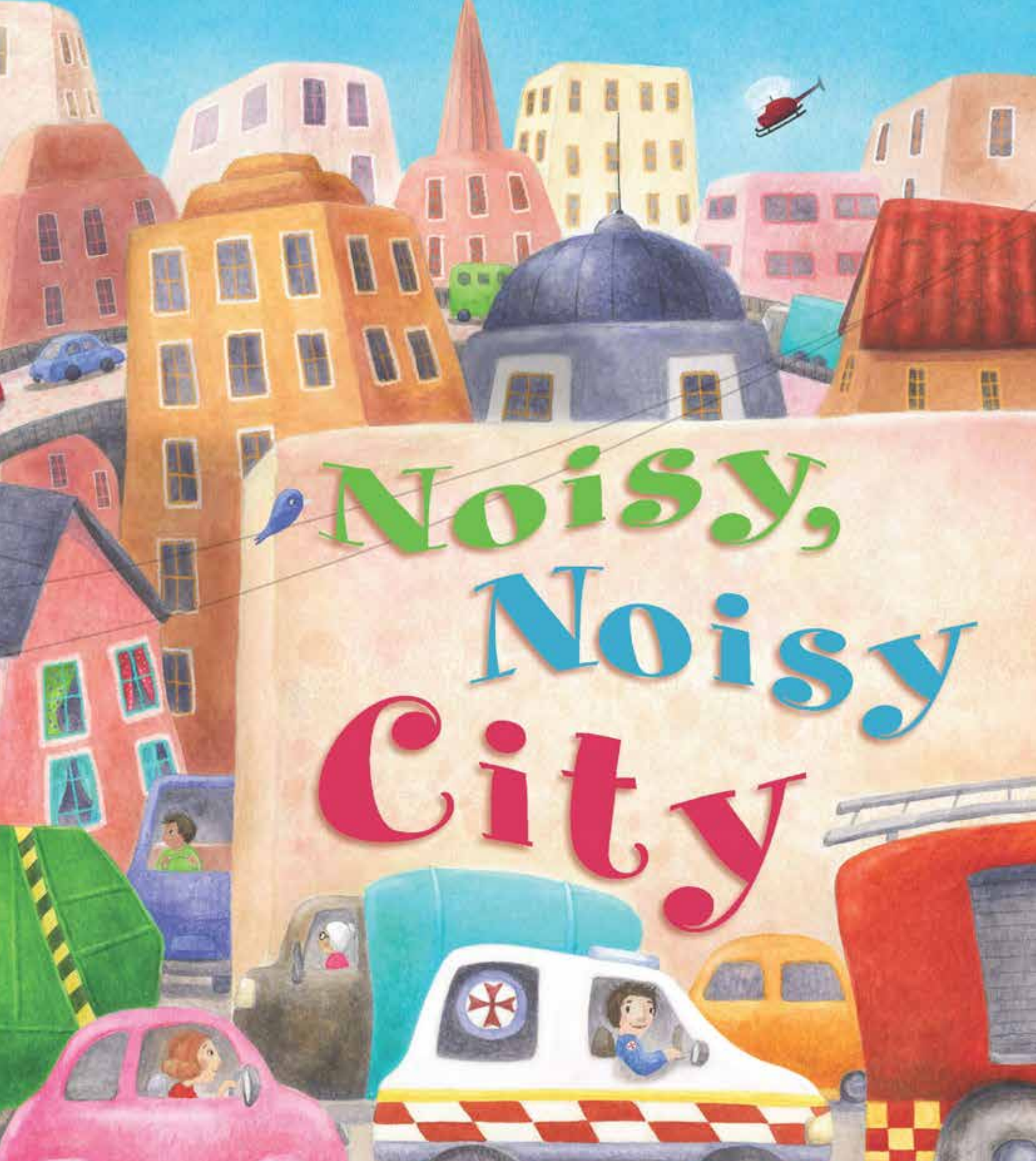




TEACHERS' NOTES

Blurb

Ding Ding

Ratatat

Verroom Veroom

Beep beep beep.

The marvellous chorus of the noisy,
noisy city.

Inspired by true events in a city near
you!

Metadata

Author:	Andrew Kelly
Illustrator:	Hélène Magisson
ISBN:	9781742036755
Format:	245 mm x 245 mm
Extent:	32pp
Binding:	Hardback
RRP:	\$24.99
Reading Level:	6+
Interest Level:	3+
Age:	Foundation - Year 6
Category:	Picture Book

Curriculum Links

- ENGLISH
- LANGUAGE
 - LITERATURE
 - LITERACY
- HUMANITIES AND
SOCIAL SCIENCES
- HISTORY
 - GEOGRAPHY

Themes

PLACE
CULTURE
COMMUNITY
SOUND
HOME
VEHICLES

Synopsis

Noisy, Noisy City takes us on a journey through a colourful, dynamic city centre. There are rubbish trucks, jackhammers and helicopters, and they're all making a commotion! Young readers will have lots of fun learning to sound out letters to create all the noises found in the Noisy Noisy City.

Writing Style

Andrew Kelly's prose is clear and easy to understand. He spells out common sounds in a simple, phonetic manner so that children will be able to connect the words on the page with the sounds they make.

Illustration Style

Hélène Magisson uses a bright watercolour pallet and digital elements to bring the world of the Noisy, Noisy City to life. Her unique perspectives create a sense of movement throughout the story and her detailed city scapes will have young readers poring over the illustrations for hours.

Australian Curriculum Outcomes Foundation – Year 6

ENGLISH – LANGUAGE

AC9EFLA02	AC9EFLA08	AC9E1LA07
AC9EFLA03	AC9E1LA03	AC9E1LA08
AC9EFLA05	AC9E1LA04	AC9E2LA03
AC9EFLA06	AC9E1LA05	AC9E2LA08
AC9EFLA07	AC9E1LA06	

ENGLISH – LITERATURE

AC9EFLE02	AC9E1LE02	AC9E2LE02
AC9EFLE03	AC9E1LE03	AC9E2LE03
AC9EFLE04	AC9E1LE04	AC9E2LE04
AC9EFLE05	AC9E1LE05	
AC9E1LE01	AC9E2LE01	

ENGLISH – LITERACY

AC9EFLY02	AC9EFLY12	AC9E1LY13
AC9EFLY04	AC9EFLY13	AC9E2LY04
AC9EFLY06	AC9E1LY01	AC9E2LY05
AC9EFLY07	AC9E1LY04	AC9E2LY09
AC9EFLY08	AC9E1LY05	AC9E2LY10
AC9EFLY09	AC9E1LY09	AC9E2LY11
AC9EFLY10	AC9E1LY10	
AC9EFLY11	AC9E1LY12	

HASS – HISTORY

AC9HSFK01	AC9HS1K02
AC9HS2K01	AC9HS2K02

HASS – GEOGRAPHY

AC9HSFK03	AC9HSFS02
AC9HS1K03	AC9HSFS03
AC9HS2K03	AC9HSFS05
AC9HSFS01	



About the Creators



Andrew Kelly – Author

Andrew Kelly is a former Yarra Riverkeeper who is passionate about Melbourne's history. He has written many award-winning books for children, including *Peregrines in the City* and *Wilam: A Birrarung Story*.



Hélène Magisson – Illustrator

Hélène Magisson is a critically acclaimed French-Australian illustrator of many books for children. She was awarded the CBCA 2025 Notable Picture Book of the Year Award.



Before Reading

City Word Cloud

As a class, brainstorm cities. Ask students what they think of when they think of the city. Use the words to create a Word Cloud (resource: <https://www.wordclouds.com/>).

After reading *Noisy, Noisy City*, revisit the word cloud to see if the class would like to add words. Perhaps create a new word cloud with words from the book.

Examine the Cover

Ask students to identify the different elements of the cover.

- The illustration
- The title
- The author/illustrator credit
- The publisher logo

Discuss each person's role in creating the book. Which, if any, of these roles would students like to do if they were to help create a book?

Discuss the style of the book.

- Is this a fiction or a nonfiction book?
- Who is this book aimed at?
- What genre might it be?
- Where might students find this book in the library?

Ask students to share their reasoning.

Discuss the book's title: **Noisy, Noisy City**

- What clues does it offer readers?
- What questions does the title prompt?
- What do you know about the city?
- Discuss the differences between a suburb, a town and a city.

The Blurb

Read the blurb: 'Can you hear that ratatat-ratatat-ratatat?

And what's all this chopity, chop, chop, chop?'

- What clues does it provide about the book?
- Get students to mimic the sounds they see written in the blurb, focusing on pronunciation and rhythm.
- Ask the students to guess what things could be making these noises and write them down. Revisit the list after reading the book to see who was right.



After Reading

Turn and Talk

After reading *Noisy, Noisy City*, have students turn and talk to the person beside them to discuss what they found interesting about the book.

- Did any of the students guess correctly what was making the sounds?
- What other sounds can they remember from the book?
- Did they have a favourite illustration?
- What was the most interesting page?

Visual Literacy

There is a lot happening in the streets of the Noisy, Noisy City, but there are also mini-stories happening on the footpaths and in the windows of the buildings. Did the students notice:

- How the jack hammer got wet?
- What made the angry car so angry?
- Why the man had to call the ambulance?
- Were there any recurring characters?

Sounds Report

Split the class into groups and allocate them each one of the sounds that was made in the *Noisy, Noisy City*. Ask them to identify which object or vehicle made the sound and research that object or vehicle to present to the class.

- What is the object or vehicle used for?
- Have they ever seen one near their own home?
- Why might the object or vehicle need to make so much noise?
- What should we do if we hear that noise?

The City Setting

Ask students which cities they can name.

Discuss with the students how a **city** environment differs from a **country** environment. Make two lists on the board, or ask students to make their own lists.

- Which has more sounds?
- Which has more people?
- Which has more plants?
- Which has more animals?
- Which has more buildings?

Resources

<https://www.vic.gov.au/literacy-teaching-toolkit-early-childhood/learning-foci-emergent-literacy/phonological-awareness>

<https://kids.britannica.com/kids/article/city/352965>

<https://www.bing.com/videos/riverview/relatedvideo?q=what+is+in+a+city&mid=C6A24D1467BF-1F3469A4C6A24D1467BF1F3469A4&FORM=VIRE>

https://en.wikipedia.org/wiki/List_of_cities_in_Australia_by_population

<https://audiolover.com/production-technology/sound/what-sound-do-cars-make/>

<https://www.abc.net.au/education/subjects-and-topics>

Activity

1. Draw a line connecting the vehicle or object to its name
2. Draw a line connecting the vehicle or object to the sound it made



The helicopter

Ding ding ding



The tram

wiu-wiu wiu-wiu wiu-wiu



The fire engine

Toot toot Toot



The rubbish truck

Ratatat ratatat ratatat



The angry car

veroom varoom veeroom



The fast car

Whaah whaaa whaa



The police siren

Chopity chop chop chop



The jack hammer

Nee-naw nee-naw nee-naw



The ambulance

Beeb beep beep