

The Noisy House

A Jewish folktale from Poland

Recommended Key Stage: EYFS

Synopsis

A man's house is too noisy, so he goes to a wise man to help him. But the wise man tells him to bring a series of very loud animals into his house one by one, which only makes his house noisier! Eventually, he takes all of the animals out of his house and realises that his house isn't so noisy after all.

Part 1: Share the Story

Share the audio of **The Noisy House** told by Chris Smith or tell the story yourself

Top storytelling tips:

- Learn the story beforehand so that you can be expressive and maintain eye contact with the students.
- Use actions and sound effects and encourage the students to join in.
- Use toys or puppets to help engage younger listeners
- Find one or two moments in the story to stop and ask the students to predict what is going to happen next, or how they would feel if they were the characters.

Part 2: Discuss the story

Use the questions below to begin a discussion about the story:

Questions

- Ask the children to join in with the repetitive refrain of the noises as you tell the story.
- What would be the noisiest animal you could put in the house?
- Is there a quiet animal that could live there instead?
- Do you have any noisy pets in your house?
- Do you like it to be noisy or quiet?
- How do you think the man in the story is feeling?
- Would you like to live in the noisy house? Why/why not?
- What do you do at bedtime to help you get to sleep?
- Have you ever been woken up by something noisy? What happened?
- What do you do when you're feeling grumpy like the man in the story?
- What did you think of the story? What did you like? Was there anything you didn't like?

Part 3: Play the Story

Activities	
Story walk - Students stand in their own space around the room. Tell the story slowly using the prompts below. As you tell it, the students use the space to mime it while staying in their space. Children to try doing this with no sounds, just expressions. - See Resource Sheet A	
Role Play - Set up a house role play corner, with a bed/ cosy spot for trying to sleep. Include different animal toys and puppets in the space. - Can the children come up with ways to help the main character get to sleep? - Encourage children to think about their feelings during role play, and how they can manage them/ help each other. - Include some 'noisy toys', such as musical instruments, with ways to make things quiet. This could be ear defenders, key words/ pictures around the space (such as 'shhh' and fingers on lips), fabric to build a 'quiet' den, etc.	Soundscape - This is a story all about noisy things. Work as a whole class to retell the story using music and noise. - Experiment with different ways to make noise, using voice, clapping, stomping, natural materials, objects in the classroom or musical instruments– discuss what would be best for each sound (e.g. the tap dripping, the branches tapping, etc.) - Talk about body and mouth percussion – what sounds can we make this way? Where would they be best in the story? - Split into groups, with each group taking one moment from the story. - One by one, each group will tell their part of the story only using the sounds they have decided, until the whole story is told.
Mirrors - Provide mirrors for the children to look into with different ideas of faces to make. Make a... - Sleepy face - Angry face - Worried face - Grumpy face - Happy face - Work with a partner – one person makes the face; the other person is their mirror and copies their facial expression. Can they guess what emotion is being shown?	'Sleeping Lions' - Play a variation of sleeping lions, where most of the class lay down in a space and pretend to be asleep. - One person will try to wake them up and act as a noisy animal/noisy object in the house. - If one of the sleepers 'wakes up', they can become a noisy animal, until only one sleeper is left – they are the winner!

Part 4: Story Stimulus

Creative Challenge • Build a new house for the main character to help them sleep better. When building your new house, think carefully about how you can make it quieter. • For example: - Will you put the bedroom far away from other, noisy rooms like the kitchen? - Will you put less trees outside, so the branches can't tap on windows? - Will you build a stable or barn for the noisy animals so they're not in the house? - What materials could you use for your house? Will this help make it quieter? • Children could then take the adult/ other children on a tour of the house like an Estate Agent and explain some of their design choices and how it relates to the story.	Go on a Noisy Hunt • Take a clipboard, pencil and paper and take a walk around your environment – this could be a mixture of inside and outside. • What noises can you find on your journey? • Are they loud or quiet noises? • What is making the noise? Can you tell? • How could we describe the noise? • Does it remind you of another noise that you know? • Can we make the noise ourselves? Can we make it louder or quieter? • Document the different noises found – this could be through pictures, words, a tally, etc. How many noises did you find?
Speech Bubbles • Children work with an adult to think about what the characters are feeling during the story. Children could draw a picture of the main character and with adult support can then write/partially write what they are saying at a particular point in the story. • Discuss with the children: - How does he feel when he can't get to sleep? - What might he say to the animals in his house? - What do you think his face will look like? • The speech bubble might read: I am sad, or it could read something like: Please be quiet! I cannot sleep! Children could use a mirror to help them think about facial expressions attached to different emotions.	Innovate the story • Tell a new story, using The Noisy House to help. Here are some prompt questions to get you started: - What if the man put different animals in his house? - What if it wasn't a Noisy House, but a Smelly House? Or a house that's too bright? - What if the Wise Man had made a different suggestion? • Children could work individually, in pairs, in small groups or as a whole class to tell their story. This could be through drama, oral storytelling, puppetry, drawing, etc. • How have they used the original story to influence their new story?

Part 5: Taking it Further

Similar Stories

Stories with a repeated problem that must be solved:

The King and Cockerel (Iraq)

The Monkey and The Mango (India)

Tiddalik The Frog (Australia)

The Gigantic Turnip (Russia)

Wider Curriculum Links

PSED

- Know and talk about the different factors that support their overall health and wellbeing (e.g. having a good sleep routine).
- Think about the perspective of others.
- Express their feelings and consider the feelings of others.

Understanding The World

- Describe what they see, hear and feel whilst outside.

Expressive Arts and Design

- Explore and engage in music making and dance, performing solo or in groups.

The Noisy House

Resource A: Story Walk Prompts

- You are in a very noisy house! Quick! Cover your ears, hide under the blankets!
- It's too noisy, you cannot sleep! You are very sleepy – do a big yawn and stretch
- You walk down to the wise man's house – how would you walk if you are sleepy? Do long, slow steps... Knock on the door...
- The wise man has an idea! He tells you to put a chicken in your house – go and fetch the chicken and put him in the house. Show me what the chicken does
- Oh no! The chicken is so noisy! Cover your ears!
- Repeat with the other animals
- Oh dear, oh dear, this is FAR too noisy! Stomp feet, shake fists, cover ears, etc.
- Ask the wise man again, he says you should take the animals out of your house.
- Time for bed – put your pyjamas on, curl up under the covers with a teddy. Ahh, what a quiet house – go to sleep