



**A teacher's guide**  
created by **Marcie Colleen**  
based upon the picture book  
written by **Katy S. Duffield**, illustrated by  
**Mike Boldt**

This classroom guide is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Loud Lula* across the curricula.

All activities were created in conjunction with the Common Core and other relevant content standards.

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*Loud Lula* text © 2015 by Katy S. Duffield, illustrations © 2015 by Mike Boldt.

To learn more about Katy Duffield, visit her at <http://www.katyduffield.com/>. To learn more about Mike Boldt, visit [www.mikeboldt.ca](http://www.mikeboldt.ca).

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## Before You Read...

Before reading *Loud Lula*, show entire book. Help students identify the basic parts of a picture book: front cover, back cover, title page, dedication page, spine, jacket, and jacket flap.

### The Front Cover ~

- Describe what you see. Who do you think the main character is? What is the character doing?
- Can you predict what the story might be about based on the title and the cover illustration?
- Who is the author? What is her job?
- Who is the illustrator? What is his job?

### The Title Page ~

- How is this illustration different from the front cover illustration?
- Why do you think the words look different?
- Stand up and pretend to be the main character in this illustration. How so you think she feels? How does this pose make you feel?

### Dedication Page ~

- Describe in your own words why the letters are all jumbled and the cat is flying.
- Now look back at the front cover, title page, and dedication page. Can you act out the story that is happening on these three pages?

## Language

### Similes

Katy Duffield uses many delightful similes to bring the story of *Loud Lula* to life.

A simile is a literary comparison that compares two objects, but uses "like" or "as" or "than."

*Lula became more famous than Granny Shelby's finger-lickin' peach cobbler.*

*Lula's earsplitting question had the whole schoolhouse shakin' like a big ol' bowl of boysenberry jelly.*

Guide students through writing similes about themselves.

1. How do you feel?

Example: I feel as lazy as a polar bear on a hot summer's day.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. How do you look?

Example: My hair looks like porcupine's quills.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. How do you act?

Example: I am more wiggly than a rabbit, hopping quickly from here to there.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Pick one of your similes and explain its meaning. What are you comparing yourself to? Why did you choose to compare yourself to this particular thing?

## Literature

### Tall Tales

What is a Tall Tale?

- Explain that *Loud Lula* is a tall tale about a little girl with a big, booming voice.
  - Then, give the class two minutes to write down what they think a tall tale might be.
  - Once the two minutes is up, record their lists on the board.

Explain that tall tales are often stories about a hero.

- Identify a characteristic or action that makes Lula a hero.

Explain that many tall tales are stories with funny solutions to a problem.

- What is Lula's problem? Why is this a problem?
- Identify a funny solution to Lula's problem and explain why it is funny.

Explain that exaggeration is a characteristic of tall tales.

- What does 'exaggeration' mean?
- Identify examples of exaggeration in *Loud Lula*.

Visit the library and explore other tall tales and legendary characters.

- *Swamp Angel* by Anne Isaacs (illus. Paul O. Zelinsky)
- *Thunder Rose* by Jerdine Nolen (illus. Kadir Nelson)
- *Pecos Bill* by Steven Kellogg (illus. Laura Robb)
- *Dona Flor: A Tall Tale About a Giant Woman With a Great Big Heart* by Pat Mora (illus. Raúl Colón)

## Write Your Own Tall Tale!

Write your own tall tale with yourself as the hero. What would you exaggerate? Your strength? Your size? How will your exaggeration save the day?

Once your story has been written, create a poster depicting an illustration from the story.

## Speaking & Listening

Picture books are written to be read aloud. Here are some other ways to bring *Loud Lula* to life in your classroom and also have fun with speaking and listening skills!

### Choral Reading

- Using the text of *Loud Lula*, take the role of the narrator while students chime in with Lula's lines.

### Mime

- While the teacher reads the book aloud, the students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

### Drama

- Have the students act out a scene from *Loud Lula* in front of the class—without making a sound! They can either tell the class which scene they are performing or ask the class to guess.
- Create a TV commercial to encourage people to read *Loud Lula*.
- Make and record a radio version of *Loud Lula*. Students decide what to use for the sound effects to create a mental picture of the story.

### Vocal Style

- *Loud Lula* contains some fun country-talk and sayings. In small groups, act out *Loud Lula* as a western. Have fun using a slow vocal twang.
- Then, have fun re-creating *Loud Lula* as an opera, a "breaking news" story, a thriller, etc. The rest of the class should guess what "style" is being presented.

## Social Studies

### Our Uniqueness as Strengths

Lula's parents, her teacher, and her fellow classmates wanted Lula to use her "inside voice" like them. But Lula's loud voice makes her unique.

Finding what you have in common with other people is a good way to start a meaningful relationship. But learning what makes us each unique can bring about even deeper friendships as we appreciate our differences. Sometimes these unique qualities can even be our strengths.

Here is a way to learn what you have in common with your classmates, while also celebrating what makes each of you unique.

Materials: A pen and two pieces of paper.

- This activity can be done as a whole class or in pairs.



- On one sheet of paper, you will have twenty minutes to come up with a list of things in common. Completely obvious answers such as “we both have hair” or “we are both in \_\_\_\_\_ class” are not allowed!
- After twenty minutes, switch to the other paper. You now have twenty minutes to come up with a list of things that are unique to only one person.
- Then, take each unique quality and turn it into a superpower. How can this uniqueness be looked at as a strength? (For example, Sarah wears glasses? She can see trouble coming from much farther away than anyone else. Or Dan is in a wheelchair? Maybe Dan can chase criminals at super speeds.)
- Share both lists with the class when finished.

## Science

### Observing Sound

Each student should be given a paper and a pencil. Then, sitting quietly for five minutes, they should write down all the different sounds they hear. For example, a lawn mower outside, birds chirping, doors closing, voices in the hallway, coughing, etc.

After the five minutes is up, share the different noises.

Next, students will listen for sounds for another five minutes, this time taking note of how loud or quiet the individual sounds are using a scale of one to five. One being the quietest and five being the loudest.

Share with the class.

- How many different sounds did the class hear?
- Did anyone hear the same sounds? What rating did they give them on the volume scale?
- Did some students think some noises were louder than other students heard them?
- What factors play into how loudly we hear sounds? (ie. Distance away, other noises, etc.)

### Make an Ear Trumpet.

- Take a piece of paper and roll it into a cone.
- Place the cone up to your ear. Be careful not to poke your ear.
- Listen to a distant sound in a quiet room.
- Is the sound louder or quieter with the ear trumpet? Why do you think?

The ear trumpet gathers up sound waves and funnels them into your ear. Because the funnel is bigger than your ear, it gathers more waves.

### Create a Soundscape

- As a class, create the sounds of Lula’s town. Look at the illustrations in *Loud Lula* for inspiration.
- Demonstrate how conductors use hand motions to set the tempo and noise level of an orchestra. Conduct the class in a musical symphony of sounds.
- For continued exploration, students can create “soundscapes” for the country, the zoo, a barnyard, the beach, etc.

