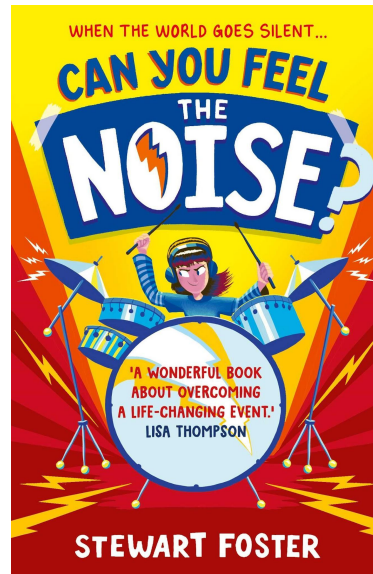


Can You Feel the Noise? by Stewart Foster



A profound story about inner strength and perseverance in the face of a life-changing event, from the award-winning author of The Bubble Boy. Perfect for fans of R. J. Palacio's Wonder and Lisa Thompson's The Goldfish Boy.

Life is going well for Sophie. She's getting by at school, has some pretty awesome friends, and their band have made it through to the semifinals of the Battle of the Bands competition.

But when Sophie wakes up completely deaf one morning, the life she once knew seems like a distant memory. With lessons replaced by endless hospital appointments, and conversations now an exercise in lip-reading, Sophie grows quieter and quieter. Until she discovers the vibrations of sound through an old set of drums and wonders whether life onstage is actually still within reach.

Drawing on the author's own hearing impairment, Can You Feel the Noise? is a deeply personal and moving story that will stay with you long after reading.

Chapter	Comprehension Questions	Writing Opportunities	Cross-Curricular Activities
Front cover, blurb and author's note and acknowledgements (found at the back of the book)	<ul style="list-style-type: none"> Based on the cover, what do you think the book will be about? Who do you think the main characters will be? Where do you think it will be set? What do you think the title means? Does it give you any ideas as to what the book will be about? Now, read the blurb. Does it confirm your thoughts, or has it changed your mind? Why? Look at the author's note and acknowledgements found at the back of the book. Why do you think the author has decided to include these? 	Complete an OWI grid: Observe – What can you see? Remember to look at the foreground and background of the cover. Wonder – What questions do you have? Children could start their sentences with 'I wonder if ...' Infer – Start your sentences with 'I think ... because ...' Can children explain why they think what they do?	ART • After reading the book, decide what elements you'd like to highlight and design your own alternative cover.
Prologue: White Corridors and Bright Lights (pages 1-2) and Chapter 1: Six Weeks Earlier - The Noise (pages 3-12)	<ul style="list-style-type: none"> What is a prologue? Why does this story have one? Read to the end of the prologue. What do you think is happening to Sophie? Pick out words and phrases that refer to or describe sound in the prologue and Chapter 1. How many can you spot? How does Stewart Foster set the scene in the prologue and Chapter 1? What do you learn about Sophie and her relationships with her family members and friends in Chapter One? 	Write a short summary about what could be causing the noise in Sophie's head. List all the things she has said it could be and cross them off, and add your own suggestions.	SCIENCE • There are lots of different sounds mentioned in this chapter about what the noise in Sophie's head could be. Investigate how sound is caused by vibrations and how we hear it. Experiment with making sounds using just their own bodies and voices, and other equipment.
Chapter 2: The Day My World Went Dead (pages 13-21) and Chapter 3: Alien Spaceships (pages 22-25)	<ul style="list-style-type: none"> What medical diagnosis did Dr Cowans give to Sophie for the sound that she keeps hearing? Sophie describes being in the hearing cubicle as feeling like she was 'trapped in an upright coffin' on page 15? What literary technique is used here? Why is it effective? How is Sophie learning to understand what people are saying without being able to hear it? (<i>lip-reading, syllable counting</i>) What is Sophie initially happy about in Chapter 2. Why does the mood change right at the end? Summarise how Sophie feels in one word at the end of Chapter 3. 	Write a diary entry from Sophie's perspective detailing the events of these chapters. How would you feel if you were her?	SCIENCE/PSHE • Sophie experiences hearing loss during these chapters. Find out more about the signs and symptoms of hearing loss, causes of hearing loss and treatments. Understand more about the condition of tinnitus, including its causes and risk factors such as loud noise exposure like listening to music too loudly.
Chapter 4: Searching for Answers (pages 26-28) and	<ul style="list-style-type: none"> How do Mum and Dad show their concern for Sophie? What does she do to try to self-diagnose her symptoms? Why is the repetition of the sentence 'I couldn't hear...' used on page 28? What effect does it have on the reader? 	Sophie mentions the terms 'pitch' and 'volume' to describe the sound she is still hearing inside her head.	LANGUAGES • Sophie recognises that Dr Cowans' beard is making communication very difficult. Learn more about communication

<p>Chapter 5: 'Things Have Changed' (pages 29-34)</p>	<ul style="list-style-type: none"> • How does Sophie know that things were really bad based on her brother's reactions and interactions with her? • What does Sophie notice about Dr Cowans that would make it easier to understand what he is saying? 	<p>Using a dictionary, define them and create a glossary of sound-related words and their meanings. Use them in your own sentences to show your understanding.</p>	<p>difficulties such as what Sophie is experiencing to gain empathy, and make a list of how facial hair such as moustaches and beards, people talking with their hand over their mouth and other things can impact communication and lip-reading for people with hearing loss.</p>
<p>Chapter 6: Red Lines (pages 35-39) and Chapter 7: Life from a Window (pages 40-42)</p>	<ul style="list-style-type: none"> • What information does Dr Cowans show Sophie about her hearing on page 35? Does this help her understand much? • Why does Mia send a separate message to Sophie? How does she show she is a good friend to her? • Should Sophie avoid everyone like she is doing? Or should she meet up with Mia or any of her other friends? • Why has Sophie's mum taken a few days off work? • Who has also wanted to come and see Sophie, and has dropped off a letter? 	<p>Imagine you are Sophie in the group chat. Write a text message to the rest of the group about what you'd want to say. Would you send it? What replies do you think you'd receive in response?</p> <p>Read over Mrs Hopkirk's letter again, then write a letter in response from Sophie's viewpoint. Include how you are feeling and questions that she has at this point in the story.</p>	<p>SCIENCE • Dr Cowans shows Sophie an audiograph in this chapter that represents the range of frequencies that the human ear can interpret. Learn more about this chart including how sound frequency is measured in the unit of Hertz (Hz) and that the audible frequency range, in the average person at birth, is from 20Hz to 20000Hz and consists of low and high-pitched sounds which make up different letters of the alphabet.</p> <p>MUSIC/COMPUTING • Mrs Hopkirk mentions a range of musicians with deafness and disabilities. Research these and create a presentation about how each one has overcome obstacles and accomplished great things.</p>
<p>Chapter 8: Getting to Know My Best Friend Again (pages 43-48) and Chapter 9: Walking on the Moon (pages 49-58)</p>	<ul style="list-style-type: none"> • How does seeing Mia make Sophie feel? Why does Mia say sorry to Sophie twice about her hearing loss? • How would you feel if you couldn't hear your own voice? • Which band appears on the poster in Sophie's room? • In what way does Mia change her communication with Sophie in Chapter 8? Does it work better for Sophie doing things this way? • Sophie's mum gets her outside on the street in public again quickly in Chapter 9. Why does she do this? How does the author use humour in this situation to diffuse the tension? Find evidence from the text to explain your thinking. 	<p>Write a character profile for Liam, including all that you know and can infer about him so far.</p> <p>Create an emotions graph to plot Sophie's changing thoughts and feelings throughout the last chapters. You may wish to refer to key events such as: seeing Mia, re-reading Mrs Hopkirk's</p>	<p>PSHE • Note down at least three qualities that make Mia a good friend to Sophie. Now, do the same for why Sophie makes a good friend to Mia. Are there any similarities or differences between your lists?</p> <p>LANGUAGES • Liam mentions sign language in this chapter. Recognise the differences between BSL, ASL, Makaton and SSE.</p>

		letter, becoming angry and Liam's reactions to her.	Learn some signs using hand gestures and movements, body language and facial expressions.
Chapter 10: My Hearing Buddy (pages 59-64) and Chapter 11: Air Guitar (pages 65-74)	<ul style="list-style-type: none"> • What plans and actions does Miss Urbanski say the school is going to put into place to help Sophie on her return? How does Sophie feel about these impending changes? • What sound does Sophie say she misses the most on page 62? How does Mia help Sophie when a car is coming? What signal does she use to show this is happening? • Find and copy phrases that show Sophie was feeling anxious about coming back to band practice on pages 64 and 65. • Which band does Rocco's dad compare them to? • How does Rocco react to Sophie, and when she says the word 'deaf'? 	<p>Write a monologue from Rocco's perspective. How does he feel about seeing Sophie and understanding her hearing loss?</p> <p>Create a timeline of events in the story so far which you can build on as you continue to read.</p>	DRAMA • Work in small groups to act out the exchanges between Sophie, Mia, Rocco and Ty during these chapters in band practice. Think about body language, expression and tone to convey emotion. Freeze frame at different points and reflect on what each character is feeling.
Chapter 12: Pictures of Me (pages 75-83) and Chapter 13: Everything is New (pages 84-87)	<ul style="list-style-type: none"> • What is Sophie told by the nurse to not do during her scan? • Why are the words 'THUD. THUD. THUD.' written in capital letters and one-word short sentences on pages 76 and 77? • How does Liam feel about school? Why do you think he prefers college? • Has Sophie's CT scan inspired in a way she hadn't imagined it would? • Sophie appears to be self-conscious as she thinks everyone is looking at her on the bus and she is worried about being different in school. What advice would you give her? 	Sophie's mum says she's amazing. Write a paragraph describing the skills and qualities that make you amazing and why.	LITERACY • Consider the important themes in the story so far (e.g. deafness, music, anger, fear, family, friendship). Can you add any more? Create a 'Theme Sheet' to record any ideas as you read.
Chapter 14: As Scary As Halloween (pages 88-91) and Chapter 15: Back With My Friends (pages 92-100)	<ul style="list-style-type: none"> • What sights and sounds is Sophie greeted with at school? How have these now become magnified by her hearing loss? • What impression do you think Sophie has of Mrs Doust, Mr Bryant and Miss Urbanski? Is it different to that of Mrs Hopkirk? • Do you sense a change in Rocco's character in Chapter 15? Why does he want to call the band The Bees? • What type of app does he show Sophie? How does it help her when playing guitar? Do you think it will play more of a part later on in the story? • What news about tomorrow does Mum say to Sophie that makes it seem like she has 'popped the fun balloon' according to her? 	Imagine you are Sophie. What would you want your teachers such as Miss Urbanski, Mrs Doust and Mr Bryant to do differently to help you in school? Write a list of top tips that they could do such as facing Sophie when talking to her, showing random multiplication calculations on the board instead of just saying them aloud, and not walking around when speaking.	MUSIC • So far bands like The Beatles, The Clash and Kraftwerk have been mentioned. Learn more about bands from the 60s, 70s and 80s and listen to songs that they have played. Appraise each piece of music and provide what you like or dislike about it. LITERACY • Make a list of five questions that you have about the story at the end of these chapters. What are your predictions for what might happen to Sophie?

<p>Chapter 16: Scan Results Day (pages 101-104) and Chapter 11: The Girl in the Photograph (pages 105-108)</p>	<ul style="list-style-type: none"> • What positive and negative news does Dr Cowans give to Sophie on her scan results day? • Would you say that Sophie is optimistic, pessimistic, or realistic with her reaction to what the doctor tells her? Find evidence from the text to support your thinking. • Why should Sophie put her name down for the cochlear implant now, even if she decides not to go ahead with it? • Describe what a cochlear implant is, and how it helps someone experiencing hearing loss. • Why does Sophie say that Rocco is right to tell her to practise with the app? 	<p>Using what you have found out about the ear, write an explanation about how the ear works to accompany your labelled diagram.</p>	<p>SCIENCE • In this chapter, we learn more about what cochlear implants are, and how they are designed to help people hear through transmitting a signal to the bone around the ear. Draw a labelled diagram about the parts of the ear and explain their purpose, including the outer ear, the middle ear, and the inner ear.</p>
<p>Chapter 18: No Time for Nerves (pages 109-112) and Chapter 19: The Semi-Finals (pages 113-124)</p>	<ul style="list-style-type: none"> • Do you sense a change in the character of Sophie now that she has Battle of the Bands to focus on? • Mrs Hopkirk is beginning to sound more serious about the next stage of the Battle of the Bands competition. Would you agree that she is acting as their band manager? • Find a word on page 113 that means the same as ‘the process or skill of writing music, or the way it is arranged’. (<i>composition</i>) • Why is Ty quick to correct Rocco by saying that he told other band members that Sophie is ‘temporarily’ deaf? Should he be telling anyone about Sophie or is that her choice? • How does their set go wrong at the end of Chapter 19? Do you think Sophie managed to play ‘Pictures of You’? 	<p>Write five sentences describing your experiences of a live event or festival atmosphere you have visited in real life or in your imagination such as a music, food or literary festival, or a school fete – one for each of the senses (sight, sound, touch, smell and taste).</p>	<p>MUSIC/HISTORY • Glastonbury Festival is mentioned in this chapter. Find out more about the history of this festival and the cultural and social significance of it, including its headliners and how it has influenced music through the ages. Create an advertisement or poster for your own music festival, choosing which acts you would like to headline. Include images of the festival and descriptions to persuade people to visit.</p>
<p>Chapter 20: All Cried Out (pages 125-128) and Chapter 21: The Worst Thing Ever (pages 129-134)</p>	<ul style="list-style-type: none"> • Throughout the story so far, Sophie has described many experiences using the words ‘alien’ and ‘spaceship’. Why are these effective in describing what she is going through? • Who comes to chat with Sophie whilst she is outside? What does Sophie find out about Powell Stevens? • What does Dad remember on page 130 about his driving test when Sophie is recounting what happened at the Battle of the Bands? How does this lighten the mood? • What good news does the band share in the group chat? • Can you find a description of Sophie that shows her happiness towards the end of Chapter 21? 	<p>Sophie feels really happy at the end of this chapter due to the band’s success of getting through their semi-final. Write about a time where you have felt successful in something that you have achieved. Why were you successful? What did you do before, during and after the event?</p>	<p>LITERACY/PSHE • How is the theme of resilience explored in the story? Give five examples of times when Sophie has shown resilience. Think about why resilience is an important quality and how you can show it in your own life.</p>
<p>Chapter 22: Walking On Air (pages 135-142) and Chapter 23: Missed Stops</p>	<ul style="list-style-type: none"> • At the beginning of Chapter 22, Powell Stevens congratulates Sophie. How do you think their friendship will grow? • List at least two ways in which others show their appreciation and adoration for Sophie and the band for advancing from the semi-final. 	<p>On page 137, Sophie dreams about headlines in the local paper of her band winning the Battle of the Bands competition. Write</p>	<p>MUSIC • Create a soundtrack for the scene where Sophie finds out that someone else is auditioning for the band. Research music from films with similar scenes of anger</p>

(pages 143-150)	<ul style="list-style-type: none"> • What does Sophie mean when she says 'playing the sympathy card' on page 137? • After Sophie realises that Rocco has arranged for someone else to audition to play guitar in the band, she talks about the rain pouring down as she walks to the bus stop on page 141. Find out more about pathetic fallacy and how the author has created the weather to match her mood and write your own sentences using this technique. • Why does Sophie prefer Powell's direct approach to her? 	some headlines for if this were to happen. What would they say? Use literary techniques to make them memorable.	to achieve the same desired effect.
Chapter 24: Tom (pages 151-156) and Chapter 25: Finding Myself Again (pages 157-161)	<ul style="list-style-type: none"> • What impression does Sophie get of Tom from the first time she meets him? What surprises her most? • Which musical instrument does Tom play? • How do we know that Tom is engrossed when playing the drums on page 158? • Create a list of reasons how Powell and Tom are similar to Sophie and Liam. • What advice does Tom give to Sophie? How is it different from that of Powell's? Why is it important that it comes from someone who feels similar to Sophie? 	Now you know more about her, write a character profile for Powell Stevens. What are her personality traits, her strengths and her weaknesses? How does she inspire people around her? Include key quotes and descriptions from the text.	PSHE/DRAMA • Role play the scene with Sophie, Powell and Tom. What is the impact of each character's actions? What do you think each character is feeling and why?
Chapter 26: An Unlikely Ally (pages 162-167) and Chapter 27: I Feel Like a Yo-yo (pages 168-173)	<ul style="list-style-type: none"> • Is Liam's suggestion of beating up Rocco a good one? Will it solve the problem? What does this show about Liam? • What realisation does Sophie have after her conversation with Liam about her worrying? • What does she find out for herself about another musical instrument that she could try? • Why is Sophie so keen to go back to Powell's house? • Sophie doesn't only play an instrument in the band because she is also a creative songwriter. Pick out words and phrases at the end of Chapter 27 to show she is protective over her lyrics she has written. 	Imagine you are Sophie receiving the text messages from Rocco about joining them in the music room. Write an impassioned paragraph or text back in reply to show how you are feeling about being left out of the band.	MATHEMATICS • In this chapter, Sophie finds a rhythm whilst working out simultaneous equations in her maths homework. Find out more about algebra, and how to solve some simple expressions.
Chapter 28: I'm Not Alone (pages 174-177) and Chapter 29: Can You Feel the Noise? (pages 178-187)	<ul style="list-style-type: none"> • What shows that Sophie does care deep down about Rocco and the band? • Which musician does Mrs Hopkirk introduce Sophie to on page 176? How is she similar to Tom in feeling the music? • In what way does Sophie like Tom? Why is it not a surprise for him to see her outside his and Powell's house? What message was meant to be passed on to Sophie? • List at least three types of percussion instrument that Tom shows Sophie. • From where in this chapter does the inspiration for the title of 	Create a family tree for percussion instruments showing untuned percussion like the triangle, tambourine, bass and snare drum, cymbals, bongos and congas, and tuned percussion such as the glockenspiel, xylophone, vibraphone and timpani.	MUSIC • Research the life of Evelyn Glennie, the percussionist that Mrs Hopkirk tells Sophie about. Find out more about how she has been profoundly deaf since the age of 12, having started to lose her hearing at the age of 8 but that this does not inhibit her ability to perform and that she regularly plays barefoot during live

	the book come from?		performances and studio recordings to feel the music.
Chapter 30: Sorry, Dad (pages 188-192) and Chapter 31: A Tricky Conversation (pages 193-200)	<ul style="list-style-type: none"> • Why is Dad shocked to hear that Sophie wants to play the drums? Why does he say she should be avoiding them? • How does Sophie know she is persuading her Dad into playing the drums on page 189? • Act out Rocco lifting his hand 'sheepishly' on page 195. How would someone behave if they were doing this? • Why does Sophie feel that she has to leave the band? • What does she offer to the band and do to help Kai? 	Write a short summary of how Sophie has changed from the start of the story. What has she discovered about herself, her friends, her family, and the world around her?	MUSIC/PE/DANCE • After learning about Evelyn Glennie feeling the music through her feet, learn more about Rose Ayling-Ellis, an actress who was the first deaf contestant and who won Strictly Come Dancing in 2021 with Giovanni Pernice. Watch their Couple's Choice dance which featured a period of silence, included as a tribute to the deaf community. Can you choreograph a routine with an element of silence within it?
Chapter 32: A Big Surprise! (pages 201-211) and Chapter 33: Doing the Right Thing (pages 212-217)	<ul style="list-style-type: none"> • What item of Liam's does Sophie promise that she'll wear when she sees her Dad has gone and got her a drum kit? • How does the news of the cochlear implant operation that her parents give her affect Sophie? What is she scared of? • Who asks Sophie to borrow her guitar and why? How does she feel letting it go for Liam to use? • What advice does Mrs Hopkirk give to Rocco about being the front person in the band? • Can Mrs Hopkirk tell how Sophie is feeling? 	<p>What advice would Mrs Hopkirk give to Sophie about her cochlear implant operation? In her voice, write down some of her words of wisdom.</p> <p>Make a list of all the opportunities and obstacles that a cochlear implant operation will have on Sophie. Opportunities could include the chance to hear certain sounds again, whilst obstacles could be the associated risks as well as shaving her head and staying in hospital.</p>	<p>DRAMA • Create a 'Conscience Corridor' where half of the class stand on one side of the room, persuading Sophie to go ahead with her operation. The other half stand on the other side, persuading Sophie to not go through with it because it's scary. Take turns walking through the corridor in-role as Sophie. How does it feel? What would you choose?</p> <p>MUSIC • So far, lots of instruments have been mentioned in the story. Find a range of instruments in your school and let children experiment making music with them.</p>
Chapter 34: Why Was I So Worried? (pages 218-227) and Chapter 35: Roller-coaster Ride (pages 228-231)	<ul style="list-style-type: none"> • The title of this chapter is a question. But what type of question is it, and why is it used? (<i>Rhetorical question</i>) • What similar advice does Tom give Sophie that Liam gave her about thinking about her operation in eight days' time? • Which instrument is underneath the cloth in Tom's basement? • What imagery do they remember about playing the drum? • What is Dad doing with the chipboard in the shed? 	Tom says 'it's more important what's ahead of us, not what we've left behind' on page 220. Write a short paragraph about what you think he means by this philosophical quote. Is he right?	SCIENCE • Learn more about soundproofing by planning an investigation to test a range of materials in their effectiveness to reduce the most amount of sound.

<p>Chapter 36: Other People's Dreams (pages 232-235) and Chapter 37: Rock City (pages 236-247)</p>	<ul style="list-style-type: none"> • Sophie doesn't go to band practice because she knows it would be weird for Kai. What does this show about her? • Is Sophie right when she says that 'everyone remembers the performers, not the people who write the songs' on page 235. Why are songwriters not recognised for their songwriting? • How do members of all the bands show their nervousness whilst waiting to play at the final of the Battle of the Bands? • What is a 'mosh pit' on page 240? • What does the band say they want Sophie to do to be included within it? Who does she find has been in on it? 	<p>Write a persuasive argument about why songwriters should be recognised as equally as performers for their skills.</p>	<p>MUSIC • Songwriting is discussed in these chapters. Talk to children about their favourite songs. Encourage them to think about why they like that song. Ask them to think about the words and music. Using a range of simple songwriting techniques, encourage children to come up with lyrics for a song of their own.</p>
<p>Chapter 38: The Band with a Name (pages 248-253) and Chapter 39: Cracked! (pages 254-259)</p>	<ul style="list-style-type: none"> • When does Sophie feel nervous enough to start shaking? • Who else does Sophie see in the audience? How does this make her feel? • What name has been given to the band? Why is this significant? • What has happened to Rocco during their performance? • Whose band does Sophie want to win Battle of the Bands? 	<p>Write a continuation of these chapters, describing what you think will happen next.</p> <p>Rewrite these chapters from Rocco's perspective. What would he be thinking and feeling?</p>	<p>SPEAKING AND LISTENING • Prepare and present a one-minute presentation about who is your favourite musical artist or band, and why.</p> <p>ART/LITERACY • Design a comic strip with boxes showing key events or moments in this chapter.</p>
<p>Chapter 40: Hot Dogs at Rocco's (pages 260-268) and Chapter 41: Five Days Later - The Most Scary Day of My Life (pages 269-273)</p>	<ul style="list-style-type: none"> • Which band won the Battle of the Bands competition? Why? • What is the atmosphere like at the barbecue? • What has the Battle of the Bands competition stopped Sophie from thinking about? • What has happened between Powell and Liam since we last saw them? • How does the closing lines of Chapter 41 link back to the prologue at the start of the book? 	<p>Write your own ending to the story predicting what you think will happen.</p>	<p>MUSIC • Think about the effect music has on mood. Can you pick out some music to reflect some of the emotions Sophie feels in this chapter?</p> <p>LITERACY • Identify and discuss the relationships in the book. Why are they important?</p>
<p>Chapter 42: Three Weeks is a Long Time (pages 274-283) and Chapter 43: Three Weeks Later - Activation Day (pages 284-287)</p>	<ul style="list-style-type: none"> • How does Sophie feel upon waking up after her operation? • How long does Sophie have to wait until activation day? • What does it mean if something goes 'viral'? • What sounds does Sophie recognise? • What do you think Sophie is up to right now after reading her story? 	<p>Write a book review, including your own reflections and why you think others should read the book too.</p> <p>Compare your predictions from earlier – were any of them correct?</p> <p>Write a continuation story about what happens to some of the characters.</p>	<p>LITERACY • For each character in the story, write a short paragraph to show how they've developed or changed.</p> <p>LITERACY/PSHE • Share five ways you've been inspired by Sophie and her story.</p>

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