

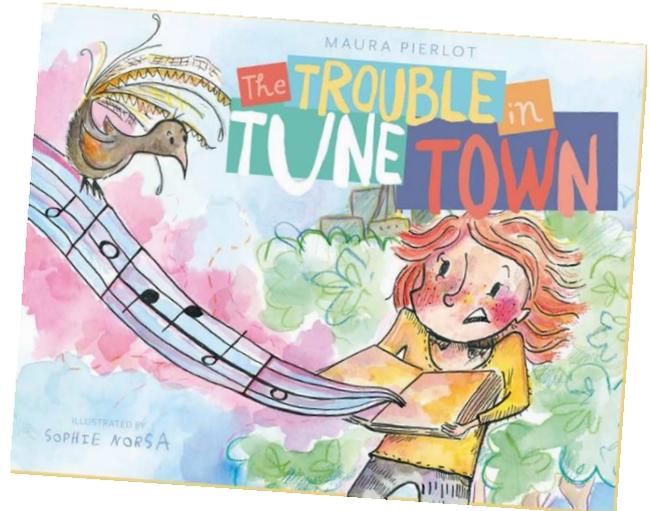
### The Trouble in Tune Town

By Maura Pierlot

Illustrated by Sophie Norsa

September 2017 ISBN 9781925545333 hardcover  
Little Steps Publishing

*The Trouble in Tune Town* is a fun, imaginative fantasy told in rhyme, featuring Meg and her song's quirky music notes. Music-loving children will identify with a frustrated Meg, who wants to give up when she can't play her song perfectly.



This clever story invites readers to step inside the experience of music. Its reassuring message – *if you're having fun then you're playing all right* – encourages children to relax, try their best and find joy in all that they do.

The lyrical text encourages repeat reading and musical role-play. Colourful music throughout the text are explained in a glossary, providing a simple but excellent introduction to musical theory.

### Themes

Several key ideas or themes run through this story:

- Persistence
- Overcoming frustration
- Self-belief
- Resilience
- Belonging

### Curriculum areas

**ACELT1575** Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences

**ACELT1585** Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme

**ACELY1648** Identify some differences between imaginative and informative texts

**ACAMUM080** Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion

**ACELA1787** Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions

# TEACHERS' NOTES

## Discussion and activities

### 1. Before reading

- Show the cover and the title. Ask, 'What do you think this story is about?' 'What is coming off the page of the book?' 'What kind of bird is that?'
- Show the title page and ask students to identify the instruments there. Does this page tell them more about the story? Read the poster on the first page aloud. Ask what they think is going to happen.

### 2. Read the story through once

Ask questions to help the students to understand the narrative, such as:

- What is Meg feeling when she plays the flute, the tuba and the piano?
- Why is she practising so much?
- Why do the notes go away?
- How does Meg make them come back?
- What clever idea does the bandleader have?
- How does the story end?
- How do you think Meg feels at the end of the story?



### 3. Now begin to explore some of the themes

Ask students if they have tried to play a musical instrument. Is it easy or hard? How do you know what note to play? Is practising fun? What do you do if it feels too hard? Is it the same when you learn to swim, or play soccer, netball or tennis? Or maybe learn to read? Do you sometimes want to give up? What do you do when you feel that way? These questions can be explored again when you talk about the story idea (Point 8).

### 4. Visual literacy

Show students that some of the words are different. Ask them what they notice is different. Why do they think the writer has chosen to highlight certain words? Show them the glossary at the end of the book and explain what it is for.

Encourage students to follow the lyrebird through the story. Why is it there? Does it help to understand the story? Would you like the story as much if there were no bird?

### 5. Lyrebirds

Ask students, 'What is a lyrebird?' Have they seen one? Why is it called a lyrebird? What is a lyre? Explain how it mimics the sound of other birds. Share the website

<http://www.kidcyber.com.au/lyrebirds/>.



## TEACHERS' NOTES

### 6. Music and language

Ask students if they noticed that the book is written in rhyme. Ask them to point out pairs of words that rhyme. Discuss and list the rhyming words. Ask them to think of other words that rhyme.

Ask students to identify all the words that describe or are about music.

Find a picture in the book where the music is written down. Can they read it? Explain that music notation is like a language, with different notes in different positions representing different sounds.

### 7. Activities

Encourage students to copy elements of notes onto paper to make a mobile that can be hung in the classroom. It might be fun to make a lyrebird too. Trace the body shape and have students make the tail feathers and hang it up with the musical notes. They can watch their own notes fly away in the breeze!

### 8. Talk about the idea

**Practice should never be a fight.  
If you're having fun, then you're playing all right.**



### 9. Word search

The grid on the next page has music-related terms hidden in it. Copy a sheet for each child and ask them to find as many words as they can.

#### About the author

Maura Pierlot is an author and playwright who lives in Canberra. *The Trouble in Tune Town* is her first picture book. Read more about it at <https://thetroubleintunetown.com/>.

#### About the illustrator

Sophie Norsa lives in Sydney and has illustrated over ten children's books. She was shortlisted for the Crichton Award for her illustrations in *Yellow Dress Day*.

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## TEACHERS' NOTES



### Word search

M	U	S	I	C	B	E	L	H	K	L	B	C
I	A	D	T	N	E	E	T	R	E	S	T	A
N	O	W	N	P	I	T	C	H	Y	A	O	S
O	E	H	A	R	M	O	N	Y	B	I	N	H
R	T	O	U	P	B	E	A	T	A	T	E	A
C	F	L	U	T	E	T	T	H	S	J	A	R
H	T	E	M	P	O	U	U	M	S	A	O	P
O	W	N	U	D	U	N	B	D	C	Z	U	I
R	D	O	W	N	B	E	A	T	L	Z	N	A
D	R	T	P	D	S	C	A	L	E	S	T	N
T	R	E	B	L	E	C	L	E	F	S	B	O
D	U	H	A	A	I	E	N	R	R	M	A	T
T	I	M	E	S	I	G	N	A	T	U	R	E

Can you find these words hidden in the grid? Draw a line around the word in the grid when you find it. One has been done for you.

- |             |                   |
|-------------|-------------------|
| BAR         | REST              |
| BASS CLEF   | RHYTHM            |
| DOWNBEAT    | SCALES            |
| FLUTE       | SHARP             |
| HARMONY     | TEMPO             |
| KEY         | TIME SIGNATURE    |
| JAZZ        | NOTE              |
| MINOR CHORD | TREBLE CLEF       |
| MUSIC       | TUBA              |
| NOTE        | TUNE              |
| PIANO       | <del>UPBEAT</del> |
| PITCH       | WHOLE NOTE        |