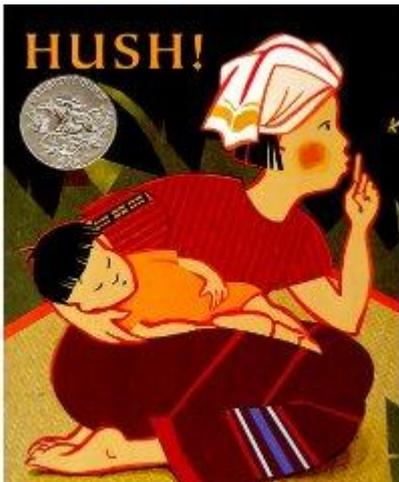


Regina Joseph Cyril, Malaysia



'Hush! A Thai Lullaby' by Minfong Ho

Illustration/ Text: The book is well illustrated to support the text and to give children a clear picture of the story. The use of punctuation is significant, as it will allow the storyteller to tell the story with lots of rhythm, various pitches and tones to bring the story alive.

Profile of students: 7-8 year olds.

Themes: The mother in the story is so worried about the noise around the house and goes all the way out to hush all the sounds heard as her baby is sleeping. Finally, she does not check whether her baby is still asleep but falls asleep herself. Unfortunately her baby is wide-awake in the peace and quiet of the night. The message this story brings is apt as we are often caught up with the noise around us but fail to look at ourselves if we have faults or failures. In the school environment, a child may complain about a friend or foe without realising he or she maybe making the same mistakes.

Reason for Selection:

I chose this particular title because it is a simple story that children can relate to. The language used by the author is simple with lots of repetition, rhythm and alliteration.

Role of the illustrations in the book:

- The illustrations in the book depict the story well with appropriate colour, tone and mood.
- Illustrations give more meaning to the story. As mama is getting all the animals in the area not to make noise, her baby has actually gotten up from sleep and watches her mama. This is shown in the illustrations and not depicted in the text. The baby also does quite a bit of mischievous things before getting back into the cot. Mama does not know that her baby is wide awake while she takes a nap.
- The illustrations can be used to develop language amongst children. When the teacher engages the children to talk about the picture and colour of the illustrations.

Teaching Strategies/ Techniques:

- Exploring the front cover:
- Exploring the back cover: illustrations, text.
- Exploring and reading title page and acknowledgements.
- Storytelling
- Shared Reading

Teacher reads the story.

Teacher gets pupils to repeat or read out words as the teacher

- Role-play scenes in the story in groups to tell
- Sequencing the story.
- Categorizing animals found in the story

- Teaching sounds of the language through the story: /m/,
- Puppet show. Pupils can make finger puppets of characters in the story.

Multiple intelligences:

Storytelling can be done by pupils who have strong verbal linguistic intelligence.

Story-sequencing and categorizing animals can hone pupils' logical mathematic intelligence.

Getting pupils to talk about the animals in the story develops their knowledge science.

Jazz chants develop pupils' musical intelligence.

Puppet show hones pupils' visual spatial and bodily kinaesthetic intelligence.

The cross curricular connections:

Connections can be made with science, music as well as art and craft. When children classify the animals found in the story, they use science process skills of categorization and classification. When children chant, they use their musical skills. When children come up with puppets and plan for a puppet show or role-play they are utilizing their art, craft and drama skills. All these skills are used hand in hand with their language skills (listening, speaking, reading and writing) which hone their literacy skills.

Cultural/social load in the text:

On the whole this story will be understood and appreciated by Malaysian children as the animals and scenario in the story are not alien except the part where an elephants come quite close to the home. This does not happen in the urban or rural setting in Malaysia except that in very interior areas in the country. The teacher will have to explain the geographical area of the story in order for pupils to fully understand the story.