

# The Thunder Giants

## GOALS

### Comprehension

Analyse the characters of Max, Billy and Samira. What can you say about each?

### Vocabulary

**Focus High-frequency Words:** around, as, did, don't, her, saw, their, who

**Focus Content Words:** children, classroom, giant, laugh, lunchtime, roof, scared, thunder, windows, worry

### Phonics

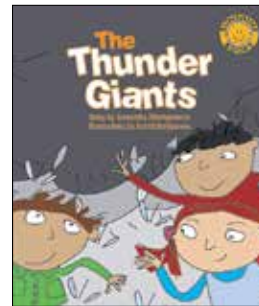
**Letters and Sounds:** Recognise and produce words that start with the same sound:

/j/ soft g

**Words to Blend and Segment:** gentle, germ, giant, giraffe, gym

### Fluency

Model fluent reading of a section of the text, emphasising the alliteration, for students to repeat.



Thunder and lightning in a storm can be scary but the children find a way to make it fun.

## Before Reading

- Read the title and the names of the author and illustrator. Then read the title together. Ask: What could the title mean? Have you heard thunder? Does it sound like giants? Have you read any other stories by Samantha Montgomerie? Did you like reading them?
- Together look at the cover picture. Ask: What are the children doing in the picture? Is this a fiction or a nonfiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *children, classroom, giant, laugh, lunchtime, roof, scared, thunder, windows, worry* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What are the children doing? Find the words *classroom, lunchtime, drawing, splashed, outside, drummed* and *steady* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together.
- On pages 4–5, ask: What are the children drawing? They heard a very loud thunder clap. Look for the words *castle, thunder* and *rattle* in the text to confirm. Read the words together. (Notice castle has a silent t.)
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

## **After Reading**

Check on accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- How did the children cope with being scared of loud thunder? What would you have done in a similar situation? What type of genre is this story? Do you think it is based on a true story?
- Analyse the characters of Max, Billy and Samira. What can you say about each?
- Reread the story together. Be aware of the punctuation marks. Change your voice for the characters and emphasise the descriptive words, e.g. *rumbled and rolled* on page 6.
- Look at the back cover to discuss the fact about lightning and thunder.
- Reread page 8, focusing on the punctuation. Discuss the purpose of the capital letters, full stops, commas, speech marks and question marks. Demonstrate how reading without punctuation marks sounds and then repeat, acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.
- What do you think the author's purpose was for writing the story?

## **Phonics**

- Write the words *gentle, germ, giant, giraffe, gym* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *g-erm, germ*. Read them together and talk about the meaning of each. Think of more soft g words to add to the list. (genius)
- On page 4, find the word *went*. Students suggest other words that rhyme with *went*, e.g. bent, sent, rent, tent. Say the words together.

## **Word Study**

- Talk about the words *around, as, did, don't, her, saw, their, who*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book, e.g. *around* means going in a circle on page 12. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- Read the words *stomped and stamped* on page 12. Explain that this is an example of alliteration of st. In the description of Samira dancing, the author is helping you to create a picture in your mind as you read. Have students find more examples of alliteration.
- Who are the thunder giants? Students say what they do and list them. What makes the thunder? What is happening when it gets louder? (*bowling, cooking, dancing*) Find the interesting words the author used to describe these.
- Make a timeline of the weather growing in intensity, starting with the rain splashing, then drumming on to the thunder clapping and so on.
- What were the main things that Max didn't like when there was thunder? Make a web with Max in the middle and things like *windows rattled* coming out from the web.

## **Fluency**

- Model fluent reading of a section of the text, emphasising the alliteration, for students to repeat.

## **Writing**

- Students make a setting, characters, problem, solution summary of the story. Under the four headings they label and illustrate the main points and use this to retell the story to the class.
- Students draw or paint what they think a thunder giant might look like.