Title/Author: *Thunder-Boomer!* by Shutta Crum and illustrated by Carol Thompson

Suggested Time to Spend: 5 Days (20 -30 minutes per session)

Common Core grade-level ELA/Literacy Standards: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7; W.K.2, W.K.8; SL.K.1, SL.K.2, SL.K.5, L.K.4, L.K.5

Lesson Objective:

Students will listen to the fictional text, Thunder-Boomer, read aloud and will use literacy skills (listening and discussion) to comprehend the big idea of the story.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

How do you know a storm is on the way? One key takeaway is that there are recognizable changes in the sky and in the air. How can an illustrator and author show and tell the changes that take place during a summer thunderstorm?

Synopsis

This illustrated picture book tells the tale of a Midwest family seeking relief from a hot summer day. The mother begins to recognize the signs of a summer “thunder-boomer” and the family hurries to prepare for the storm. The reactions of the various family members in tandem with the illustrations and the sound effects make clearly demonstrate the stages of the severe thunderstorm. The author shows the family coping in different ways during the worst part of the storm (rain, thunder, hail, lighting, wind). A surprise at the end highlights a new family member, Thunder-boomer, a kitten found after the storm passes.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *Thunder Boomer* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/2585/thunder-boomer-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

|  |  |
| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Gather students together for a read aloud. Make sure students can easily see and hear the book. Review that you will be reading the book and we will comment about the book later. Show the cover to the students as you read the title. Ask, “What is a Thunder-Boomer?” “Do the illustrations on the cover give us any clues?  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | Student understanding that a “thunder-boomer” is a thunderstorm puts the story into perspective for them. They need to know that a thunder-boomer means thunderstorm. They may correlate the name to the sound that lightning makes when it “booms”. Cover shows dark clouds and a child pointing.  The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING:**  Explain to your students that today you are only to going to observe the illustrations and the sounds.  “You will use your senses to see and hear what is happening in the story”  On each page, ask students what is happening on each page and how they know.  What other sounds could the author have used?  How do the sounds and the pictures go together? | Linger on each page to allow students to observe the illustrations as you read the sounds.  Students should use evidence from the illustrations and the onomatopoeia (sounds) to determine what is happening on each page. |
| **THIRD READING:**  Read the text, stopping to ask the questions on each page. Pause at each page to allow time for students to observe the illustrations as the story is read to them.  Page 6 Why does the Mom think they need a “thunder-boomer”?  What does the picture tell us?    Who is Scooter? How does the author let us know who he is without telling us?  What does the sound, “huh huh huh “ tell us?  Page 8 What is a “soft-touch tease”? How do you know what it is?  How is it “teasing” them?  Page 12 What are the ways the author uses to describes the rain and the storm?  How is rain like a faucet? What does gushing mean/sound like?  How does the illustrator help you understand what the author is describing?  Page 20 What is hail? How do you think it might be different from rain?  What do the sounds that the illustrator includes tell us about hail?  Page 22 How do you know the storm is over?  What is a “hush”?    Why are the animals anxious to go outside?  Page 23 What clues in the illustrations show the storm is over?  Page 30 What good things came from the storm?    Why is Thunder Boomer the perfect name for the cat?  Page 32 What does the author mean by “sweet as butter”? | Accept several answers from students. Students should notice how the illustrations help the reader understand how dry the landscape is and how hot the family is.  The dog. The author writes, “Scooter pants with his tongue out.”  “Huh huh huh” is the panting of the dog and it helps us know it is hot.  This is a light breeze. The author writes, “A leaf tips over…then another”  They want some relief and the wind is just giving them a little bit of a relief. It leaves them wanting more.  Asking this question highlights the author’s use of figurative language and imagery in the book. The rain “is like a faucet” and “The sky “cracks open”.  When a faucet turns on, water gushes from the faucet similarly to rain coming suddenly out of a cloud overhead.  Gushing means a fast pouring of liquid.  Accept various answers from students.  Have students examine the page closely as you reread the part about the faucet. Have students describe with the illustrator did on these pages.  Some students may have background knowledge with hail and will be able to tell you physical properties of hail. Questions pertaining to hail could be a possible inquiry investigation later. In the story, the hail makes a “pinging” sound and it “clinks” in the story. This is an indication that it is a solid.  Allow students to share briefly their experiences with thunderstorms having hail or not. You may choose to the leave this question open and research the answer later such as in the hail Inquiry mentioned above.  There is a “hush”.  A hush means quiet.  The wind has stopped, the branches of the maple have settled, Scooter and Maizy want out of the house finally.  Possible answers: They are happy the storm is over. They want to see what is going on. Maizy is worried about the kitten.  The illustrator used a bright sky and green fields.  Students will have various answers such as the rainstorm brought the family together, the farm has rain, they found a kitty.  Students might make the connections between the thunderstorm and the cat both being a surprise or the cat was found immediately after the storm but the family named the cat Thunder-Boomer because the purr of the kitten was like thunder.  Butter is made from sweet cream and is sweet. Homemade butter is especially sweet compared to commercially made butter. |

FINAL DAY WITH THE BOOK - Culminating Task

1. Fold a sheet of paper to make four blocks (skinny fold then fold in half again).
2. Have students color the blocks to match the cycle of the storm. (the first box would be sunny, the second would be cloudy with a breeze, the third would show lightning, the fourth rain, on the back the fifth would show hail, the sixth would show a wet green world).
3. Next, in each of the boxes have the students draw a face that shows the reaction the family had to that part of the storm.
4. Finally, remind them of the second and fourth day readings and have them add a word – either an action word or an example of onomatopoeia (sound) in each box.

* Provide students with a list of the words/pictures to refer to. Scaffold as needed by returning to the book, acting out a word, etc.

1. After completing the activity ask students the following:

* What did we learn about thunderstorms?
  + Students may say that the storm had a beginning, middle, and end just like a story has a beginning, middle and end, that one can tell when a storm is coming as the storm gives hints that it is coming, that a thunderstorm may have hail.
* How did the family react to the different parts of the storm?
  + The family all reacted in haste in the beginning to gather the animals and batten down the hatches, and they comforted each other and their animals during the storm.
* How do the illustrations help the author in telling the story?
  + The illustrations show the storm and how it changes over the course of the story. The sound effects and the actions of the characters add to the build up of the storm as well as the end of the storm.

Vocabulary

|  |  |
| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 20: Hail - pellets of frozen rain that fall in showers from cumulonimbus clouds  Page 19: Thunder - the crashing or booming sound produced by rapidly expanding air along the path of the electrical discharge of lightning.  Page 19: Lightning - flashes of light that are produced during a thunderstorm | Page 6: Thunder-Boomer – A large or dramatic thunderstorm    Page 8, 11, 22: Sudden, Suddenly- Happening without warning; unforeseen  Page 6: sprawl - Lying down with all of your limbs spread out.  Page 8: scrambling - Hurrying to do something.  Page 10: Scurry - moving quickly  Page 12: Bounds- To almost jump from point to point with your legs spread wide.  Page 14: squint -To almost close eyes to see something better. The rain was in her eyes.  Page 16: Herds- To gather animals in order to move them.  Page 17: Sops- To clean up water.  Page 20: Stroke-to pet something  Page 22: flutters -To wave or flap quickly  Page 25: Hauls -To carry something heavy. |

Extension learning activities for this book and other useful resources

* Replicate the storm with the class!
  + When the entire class performs the actions in unison, the effect is the sound of a thunder and rain storm as it builds then dissipates.
* Create a thunderstorm. Have students sit in chairs in a circle. Do each of the following actions slowly moving into the next hand action. Students might want to add other sound effects from the story such as pinging and pelting of the hail.
  + The order is:

1. rub your hands together
2. snap your fingers
3. clap your hands together in an irregular cadence
4. slap your hands on your legs (at this time a student flicks a light switch on and off to
5. represent lightning, while another beats a drum to symbolize thunder)
6. stomp your feet
7. slap your hands on your legs and stomp your feet (represents height of the storm)
8. stomp your feet
9. slap our hands on your legs
10. clap your hands together in an irregular cadence
11. snap your fingers
12. rub your hands together
13. open palms (quiet)

* Shutta Crums website: http://shutta.com/books/thunder-boomer/

Shutta explains why how she wrote the book including her first draft that the editors wanted her to expand. She explains the six year process of writing the book.

* YouTube video of a choir replicating the sounds of the storm with their hands as in the activity 1

<http://m.youtube.com/watch?v=yjbpwlqp5Qw&desktop_uri=%2Fwatch%3Fv%3Dyjbpwlqp5Qw>

* Have students investigate hail or perhaps if snowstorms share the same phases as a thunderstorm. Compare the life cycle of the storm to other cycles in science. *Note: This is particularly supportive of English Language Learners.*

Note to Teacher

* Please see the chart below as an only a guideline and example. However, they should look similar and display the same information. You will write you students’ thoughts as they say them with guidance and prompting from the teacher.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

490

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

There are distinct phases in a thunderstorm. Thunderstorm acts like a cycle. (implicit)

Families cope and come together when there is tragedy or problems. (explicit)

There can be good from bad (implicit).

Detailed illustrations depict the storm as well as the family’s reaction to the different stages, important to the understanding of the text.

Sound effects placed throughout the illustrations in the text. “oooo---isp” “boom” “Prrrr-rumbthumrum”

Figurative Language “as if a faucet was turned on…” “Air smelled like sweet butter’ “catch the wind” “soft-touch tease’

Sound Effects- onomatopoeia “Crack”

Action Verbs-Sulking, sops, sprawled,

Descriptive Writing

Midwest Storms

Farm Life

Hail

Thunder, Lightning,

**Meaning/Purpose**

**Structure**

**Knowledge Demands**

**Language**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

The many action verbs and figurative language will be challenging to students. Support through exploring these specific words and parts through questioning and dramatics. Using the illustrations to guide their understanding of these parts and accessing background knowledge to build understanding.

How will this text help my students build knowledge about the world?

Students that are not familiar with farms, farm life, Midwest storms, or severe thunderstorms will have a foundation for later learning in weather, agriculture, and geography. Students from urban areas will have gained more knowledge about the world outside their “world” or city.

1. **Grade level**

What grade does this book best belong in?

Kindergarten

This is a modified version of the chart – just using four boxes:

|  |  |  |  |
| --- | --- | --- | --- |
| The sky was blue with a few white clouds.  Scooter is lying with his tongue out.  Mother is fanning herself with her hat.  Daughter lays in shade.  Dad is in field on the tractor.  Brother has feet in water.  The water goes “plap  plap”  The tractor goes “put put”  Mom’s fan goes “swish Swish”  And the dog goes “huh huh huh”  It is a hot summer day.  “Swish, swish, swish” | There is a big grey cloud coming.  Mom feels the breeze and she looks behind her. She says there is a storm coming!  The daughter lifts her hands up to feel the breeze.  Brother looks up and has a smile on his face.  The dog turns around.  Dad is still in field.  The little girl says, “AHHHH!”  The wind goes, “OOOOISP!”  The breeze feels good to them  “AHHH!” | The sky is black. There is heavy rain, lightning, hail, loud thunder, and wind.  Dad brings tractor in.  Mother and daughter try to get laundry.  Brother tries to corral chickens.  Brother and sister close windows.  Family all hunkers down inside the house.  Scooter hides his head and shakes.  Dad is sad because of hail.    “rumble brun brun”  “Splash” “Sploosh”  “Boom!Boom!”  “ZZZZZT!”  “Ping Ping” | The sky is calm again. The sun is coming out. No wind.  The family all wonders outside to explore what happened.  Corn is leaning.  Puddles everywhere.  “Puur!”  “Cluck” |

\* Only an example. Use your students’ language.

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