



LESSON PLAN

Thunder and the Noise Storms

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Genre: picture book, children's fiction

Themes: family, sensory awareness, language, culture, land-based education, self-regulation, community, intergenerational relationships, emotions, and feelings

Suitable for: Pre-K–2, Ages 4–7

Guided Reading Level: Fountas and Pinnell J

Lexile: AD510L

Common Core standards: RL.2.2.1,2,3,4,5,6,7

W.2.1,3,5,6

SL.2.1,1a,1b,1c,2,3,4,5,6

L.2.2,3,4,4a,4b,4c,4d,4e,5,5a,5b,6

Summary:

School can be a noisy place. Sometimes the noise is too much for Thunder. This day was especially loud. All the activity and the day-to-day life of school became an upsetting noise storm for Thunder. To escape the commotion, Thunder runs and hides. A nature walk with Thunder's mosom helps him to listen with wonder. By listening to the sounds of nature, Thunder can take some deep breaths, calm his inner storm, and rejoin his class.

Please remember that the suggested questions and activities within this lesson plan are meant to serve as a starting point. They should be tweaked and/or reformatted to best fit your students, context, and community to ensure equity and inclusion.

BEFORE READING THE BOOK

These activities build the context, introduce the topic of the book, and establish prior knowledge and interest.

Sensory Awareness:

1. Have children close their eyes and play a recording of a thunderstorm. Brainstorm feelings, thoughts, and what happens in their body when they listen to this sound. Their answers will vary based on their tolerance for noise. *If you have students in your class who are sensitive to sound, encourage them to cover their ears during the recording or give earplugs/headphones.
2. Acknowledge children's responses of fear, awe, enjoyment, and interest. Some may find it too loud. Normalize that everyone responds to sounds differently.
3. In contrast, play a recording of birds singing. Ask questions about the emotions the sound evokes, what thoughts come to mind, or what sensations occur in your body.
4. Introduce the book title and have students view the book cover. Ask students what they think the book is about.
5. Ask students what they think a noise storm might be.

Musical Connection:

1. Introduce the concept of noise. Some noises are easily recognized; some noises are soft while others are loud. Ask students to identify some noises they know.
2. Encourage students to explore sound through various musical instruments. Discuss how each instrument makes a distinct sound and can be pleasant or not depending on the person's preference.
3. Add another instrument and see what that is like to hear two instruments playing.
4. Ask students to create a noise storm by playing all the sounds together.
5. In contrast, use the drum to create a soft steady beat.
6. Ask students how this constant beat makes them feel.



Land-based Education:

1. Ask students to name some of their favorite places to go. Children will give different locations, e.g., zoo, park, ice cream shop. Pinpoint the location of these areas on a map. Are their favorite places in a city? in the country? Inside a building? Outside?
2. Note that before it became their favorite place it was something else.
3. Tell the students what treaty land their favorite place is located on.
4. Ask students if there are places they feel more comfortable. What is it about that place that they like?
5. Let students know they are about to read a story about a boy who lives in the city. His grandfather is going to teach him about the land and how Indigenous people have a connection to place and land.

WHILE READING THE BOOK

These prompts facilitate active listening, connections to real life, and build resilience and language development.

1. Ask students if the idea of listening with wonder reminds them of other calming strategies they may know. What are some of the strategies they have learned, e.g., mindfulness, counting to ten, belly breathing, etc.?
2. Ask students whether they have ever heard a noise storm.
3. Ask students if they have ever felt like Thunder when it was too noisy.
4. Ask students to describe how they feel in their body. What are their thoughts? What did they do?
5. Mosom means grandfather in Cree. Ask the students what are some other names for grandfather.
6. Thunder's grandfather helps him in this story. Ask students who can help them when they feel upset.
7. Show students some of the words in the illustrations that are meant to represent sound. Let students know that words like this are called onomatopoeia. Ask students what other examples of onomatopoeia they can find in the book and work with students to make a list of all the different sounds.
8. Ask students how Thunder is feeling about the noise at the beginning, in the middle, and at the end of the story.

AFTER READING THE BOOK

These activities can help extend the story into classroom projects, individual activities, or literacy lessons.

Nature Walk:

1. Take students on a nature walk.
2. Walk in the community and listen for sounds.
3. Have students make a list of the sounds they hear, e.g., stormy sounds vs wonder sounds
4. Create classroom Wonder Book using STEM sentences.
5. On our walk, I heard..... e.g., On our walk, I heard the rain falling
6. Have children illustrate their page.
7. Create a classroom Storm Book using writing prompts.
8. I feel stormy when I hear..... e.g., I feel stormy when I hear whistling.



Storm Meter:

1. Build skills for self-regulation by helping children recognize when they are feeling “stormy” and plan ahead for calming strategies. Teaching children calming techniques will help them build resilience. Students can learn to recognize when they are feeling distressed and choose a calming strategy.
 - Introduce the concept of a Storm Meter
 - **Low:** this is when a child feels optimal, they are happy and there is no storm brewing. This is when a child is self-regulated.
 - **Medium:** This is when they notice some things are starting to bother them. Teaching children to act at this stage to avoid a full-out storm is best practice. Brainstorm how you feel at this point in the body, feelings, and thoughts.
 - Brainstorm calming strategies, e.g., read a book, go to a quiet space; put on your headphones; signal your teacher that you need a movement, sound, or social break.
 - **High:** This is when a storm is raging. Children will need help at this stage to calm themselves.

Onomatopoeia

1. Have students create fun sounds for then they are frustrated e.g., When I am frustrated, I say oooohhhhhhhhhhhhhhhhh! Students can draw a picture of their storm sounds.
2. Review the onomatopoeia storm and wonder sounds. To build sensory awareness brainstorm onomatopoeia school sounds, animal sounds, and instrument sounds.
3. As an extension to this sound sensory activity, you could also build awareness of smells, touch and visual textures.

Language Connection:

1. Develop a classroom book of the names for grandfather in different languages.

EXTENSION ACTIVITIES

These activities are only a start. They are designed to support the goal of helping students explore the story and their own creativity.

Intergenerational Connection:

1. Have a culminating activity where you invite grandfathers or grandmothers to come into class to share something their fathers have taught them. This could be grandfather/mother figures for children who do not have living, or a relationship with their biological grandparent. Grandparents could make a short 30–60 second video to send into class if they aren't able to come in person.
2. Students could share the story of *Thunder and the Noise Storms*. They could share the classroom books they have made.
3. Feast and celebrate family as first teachers.



Neurodiversity Connection:

1. Introduce the concept of neurodiversity—how everyone's mind is different, with a unique combination of strengths, needs, skills, and preferences. Brainstorm ways to support a friend who might be more sensitive to sounds.
2. Celebrate Neurodiversity Week.
3. Have students identify some things that make them unique.
3. Create a large picture of a brain on poster board. Have students pick a favorite color that represents them and paint a part of the picture. The finished product will be a colorful brain that represents the neurodiversity in your class.