



## Myths and Legends

Oxford Level II

# Gods of Thunder

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Information about assessment and curriculum links can be found at the end of these Teaching Notes.

## Synopsis

The first of these myths is about Thor, the Norse god of thunder; the second is about the Roman god of thunder, Jupiter, and his son, Vulcan.

- *Thor and the Stolen Hammer:* Thor, the Norse god of thunder takes his revenge on the Ice Giants when they steal his hammer. The chief of the Ice Giants agrees to return the hammer if Freya, the most beautiful goddess, agrees to marry him. With Loki, god of mischief, Thor dresses up as Freya to trick them and retrieve his hammer.
- *Vulcan and the Fabulous Throne:* When Vulcan is thrown out by his mother, Juno, for being ugly, he is brought up by a sea nymph. He becomes fascinated by fire and grows up to be a talented blacksmith. When Juno asks him to make jewellery for her, he makes a wonderful throne which traps her until she says that she is sorry.

## Background information

- In Norse mythology, Thor was one of the most powerful of the gods. Thor was the son of Odin and a giantess. Thor protected both Asgard (Heaven) and Midgard (Earth) from evil. One of Thor's magical weapons was his hammer, which returned to him when he threw it.
- In Roman mythology, Vulcan was the son of Juno and Jupiter, and was one of the twelve major gods who lived on Mount Olympus. He was the maker of all the weapons and jewellery for the gods, including thunderbolts.

## Group or guided reading

### Introducing the book

- *(Predicting)* Look at the front cover and read the title. Ask the children what they think the stories in this book will be about.
- *(Clarifying)* Ask the children to read the titles of the two stories and the letter from the author. Ask the children if they know any Norse or Roman gods and their stories.
- *(Predicting, Imagining)* Invite them to suggest how the stories might be similar and/or different.
- *(Clarifying, Questioning)* Invite the children to look briefly through the book, focusing on the illustrations. Discuss how important they think the illustrations are in setting the context of the stories.

### Strategy check

- Remind the children to use the sounds of letters to work out new and unfamiliar words. Point to the words 'wonderful' and 'snootily' on page 5. Ask volunteers to read the words and to suggest strategies for working them out if children are unsure.
- When the children meet words that are not phonically decodable, for example 'wince' and 'sigh' on page 4, remind them to use the context of the sentence to work them out.



## Myths and Legends

### During reading

- (*Clarifying*) Invite the children to read the first story Thor and the Stolen Hammer. Explain that you want them to find out who stole the hammer and how Thor got his hammer back.
- As the children read independently, listen to them in turn and prompt as necessary. Note the strategies used to decode words.

### Independent reading

**Objective:** Infer characters' feelings in fiction.

(*Imagining, Deducing, Summarising*)

- As they read, encourage the children to read the dialogue in expressive voices.
- On page 14, ask the children to say why they think Thor was strongly against dressing up as a woman.
- On page 18, ask them why Loki would do all the talking.
- When the children have read Thor and the Stolen Hammer, ask them to summarise the story in their own words. Ask them to find the pages in the story that tell them who stole the hammer and how Thor got it back.
- Invite the children to read Vulcan and the Fabulous Throne.

**Assessment:**

- Can children identify the humour in Thor and the stolen Hammer?

### Returning and responding to the text

**Objective:** Share and compare reading preferences, extending the range of books read.

(*Deducing, Clarifying*)

- Ask the children to say which story they enjoyed most and give a reason for their preference.
- Focus on the main characters in both stories, Thor and Vulcan. Ask the children to describe and compare the characters.
- Focus on the female characters in both stories, Freya and Juno. Invite the children to describe and compare the characters.
- Turn to pages 10 and 11. Ask the children how Loki knew who had stolen Thor's hammer.
- Turn to page 23. Ask the children why they think Loki glared at Thor.
- Turn to page 43. Ask the children why Vulcan smiled a 'crafty' smile.

**Assessment:** Check that the children:

- can find evidence in the text to support their ideas about each story.
- can explain where Loki went when he wore Freya's magic coat.
- can identify similarities and differences in the characters in the two myths.

### Speaking and listening activities

**Objective:** Use some drama strategies to explore stories or issues.

- Invite pupils to choose a character from one of the stories and hotseat to retell the story from their chosen character's point of view. Encourage the others to ask questions about the events using 'why' and 'how' to deepen the responses.



## Myths and Legends

### Assessment:

- Can the children work in role to explore stories?

**Objective:** Present events and characters through dialogue to engage the interest of an audience.

- Invite the children to work with a partner. Ask them to take the roles of Vulcan and Juno and role play a conversation when they meet again for the first time.

### Assessment:

- Can the children talk imaginatively to explore the feelings of the characters?

## Writing activities

**Objective:** Select and use a range of technical and descriptive vocabulary.

- Ask the children to draw a picture of Thor and Vulcan and label the drawings with adjectives to describe the appearance and character of each god.
- Invite them to use their adjectives to write a character sketch of either Thor or Vulcan in a paragraph of more than six sentences.

### Assessment:

- Can the children use adventurous vocabulary of their own in their sentences?

## Cross-curricular links

### Music

- Children compose short musical pieces based on an episode/location in the story.

### History

- Research information about the Vikings and Norse myths and legends using books and ICT.

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# Gods of Thunder (Oxford Level 11) curriculum coverage chart

## Links to Oxford Reading Criterion Scale:

### Reading

- Can read independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, widening knowledge of vocabulary). (READ) [ORCS Standard 4, 1]
- Can summarize the main points in a text. (R) [ORCS Standard 4, 3]
- Can explain how and why main characters act in certain ways, using evidence from the text. (D) (READ) [ORCS Standard 4, 6]
- Is able to quote directly from the text to answer questions. (R) [ORCS Standard 4, 12]
- Sometimes empathizes with different characters' point of view in order to explain what characters are thinking/feeling and the way they act. (D) [ORCS Standard 4, 18]
- Can identify language the author has chosen to create images and build mood and tension. (E) [ORCS Standard 4, 19]

### Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they read, in books they can read independently. In these Teaching Notes the following strategies are taught: *Predicting, Clarifying, Summarising, Imagining, Deducing*

## ENGLAND The National Curriculum in England: Years 3–4

<b>Spoken language</b>	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (SpokLang.7) Pupils should be taught to gain, maintain and monitor the interest of the listener(s) (SpokLang.10)
<b>Reading: Comprehension</b>	Pupils should be taught to develop positive attitudes to reading and understanding what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (Y3/4 ReadComp.1i) Pupils should be taught to understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions (Y3/4 ReadComp.2iii)
<b>Writing: Composition</b>	Pupils should be taught to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y3/4 WritComp.2i)

## SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First level

<b>Listening and talking</b>	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn (ENG 1-03a) When listening and talking with others for different purposes, I can exchange [...] ideas and opinions (LIT 1-09a)
<b>Reading</b>	When listening and talking with others for different purposes, I can exchange [...] ideas and opinions (LIT 1-09a) I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences (ENG 1-19a)
<b>Writing</b>	By considering the type of text I am creating, I can [...] use words which will be interesting and/or useful for others (LIT 1-26a)

## WALES Programme of Study for English: Year 3

<b>Oracy</b>	Learners are able to use talk purposefully to complete a task in a group (Y3_OracColl.2) Learners are able to organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation (Y3_OracSpea.2)
<b>Reading</b>	Learners are able to take an interest in information beyond their personal experience (Y3_ReadComp.3) Learners are able to deduce ideas and information by linking explicit statements, e.g. cause and effect (Y3_ReadComp.2)
<b>Writing</b>	Learners are able to write for different purposes and readers choosing words for variety and interest (Y3_WritMean.1)

## NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 2

<b>Talking and listening</b>	Pupils can take part in role-play, interacting with others (L2_com_talk.1ii) Pupils can talk about events in sequence with supporting detail (L2_com_talk.4)
<b>Reading</b>	Pupils can recognise some forms and features of texts (L2_com_read.4) Pupils can express opinions and make predictions (L2_com_read.5ii)
<b>Writing</b>	Pupils can express thoughts, feelings and ideas, from within their experience, using a general vocabulary (L2_com_writ.2i)

God of Thunder is a Fantasy novels, some original, some translated from Chinese. Themes of heroism, of valor, of ascending to Immortality, of combat, of magic, of Eastern mythology and legends. Updated with awesome new content daily. Come join us for a relaxing read that will take you to brave new worlds! A paradise for readers!Â God of Thunder. Authorï¼ŠXiao Qian. Actionï¼Š Add bookshelf â€ To Bottom â€ RSS. Featured Characters: Thor (Main story and flashback) (Past and present in Earth-14412). King Thor. Supporting Characters: Omnipotence City. God of the Watch (First appearance). Lord Librarian. God Priests of the Words. Surveillance Spirits (Mentioned). Department of Death and Taxes (Mentioned). Blood Auditors (Mentioned). Shadrak (Revealed as the God of Bombs). Antagonists: Gorr the God Butcher (Also appeared in vision or dream). Black Berserkers (Mentioned).