

Rumble, Rumble, BOOM!

by Jane Buxton

illustrated by Debe Mansfield



Book Summary

This is a simple story focusing on the effects of the heat that comes from within Earth.

Features of the Book

- The use of onomatopoeia.
- Type that fits within the layout of the illustrations.
- The high-frequency words – “The” and “is.”
- The double vowels and consonants in the onomatopoeic words – “bubble,” “gloop,” and “hiss.”

Purpose

Rumble, Rumble, BOOM! can be used in a guided reading setting to introduce the following skills and strategies:

- S** using knowledge of letters and sounds for recognizing simple consonant-vowel-consonant words;
- S** predicting the meanings of new or unfamiliar words from the context of the story;
- S** practicing rereading own writing to an audience.

Introducing the text

Collect illustrations that show volcanic activity, to introduce discussion.

- *Who has seen pictures of a volcano erupting?*
- *What do you think is happening in the picture on the cover?*

Read the names of the author and illustrator to the group.

Reading the text

- S** Using knowledge of letters and sounds for recognizing simple consonant-vowel-consonant words.
- S** Predicting the meanings of new or unfamiliar words from the context of the story.

Pages 2 and 3 – This spread begins the pattern that is repeated throughout the book. Look at the illustrations first.

- *Does this water look hot? How can you tell?*
- *What sound does hot water make?*

Pages 4 and 5 – The text on the left-hand page changes by one word: “water” has become “mud.” Ask the children if they have ever heard of mud boiling. Look at the sounds of mud boiling. Focus on the “gl” blend, and let the children practice the sounds “Glip, glop, gloop!”

Pages 6 and 7

- *What is the white stuff? Where have you seen that before? What noise does a kettle make when it is boiling?*

Let the children sound out the word “Hiss-ss-ss” and say it together.

- *What is that coming out of the volcano? Do you think it is hot? What do you think will happen next?*

Page 8

- *What's happened? What sound would that make?*
- *Look at the word. How can you tell that it's a loud sound?*


Children now read the book independently.

Revisiting the text

Discuss the sound words used throughout the book. Ask the children to hear and record the sounds in sequence and write them together on the board. Use the book afterward to see if they were correct.

Following Up

- S** Practicing rereading own writing to an audience.

 Read the story through again. Ask the children to suggest other sounds for each of the settings. Publish the children's own versions of the story with their illustrations for each situation.

- B** Complete the blackline master opposite.