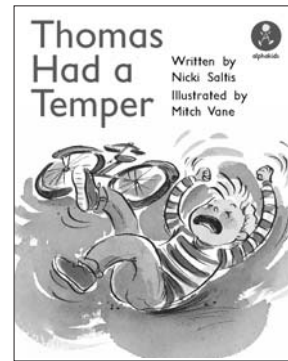


Thomas Had a Temper

Written by Nicki Saltis

Illustrated by Mitch Vane



Getting ready for reading

Discuss: *Have you ever lost your temper? Why did you lose it? What did you do when you were angry? How did other people feel about you losing your temper?*

Talking through the book

You could introduce the book by saying: *This is a book about two children with tempers who get angry and mad all the time.* Turn through the book discussing the things that make Thomas angry and mad. Model the form of the text. You might say: *What happened when Thomas sat in the paint? Yes, he was angry and he was mad.*

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

What did Thomas do when he fell off his bike?

How did the other children feel about Thomas?

What made Thomas think about his behaviour?

How does losing your temper affect other people?

What do you think may happen next time something goes wrong for Thomas?

Being a code breaker

Vocabulary

- High-frequency words: *had, a, all, the, was, he, his, to, play, with, too, up, they, into, said, if, you, get, I*
- Word families: *mad – bad, dad, fad, glad, had, lad, pad, sad*

Sounds and letters

- Hearing words: Children listen for words that have two syllables: *Thomas, temper, angry, no-one, wanted, sandpit, kicking*

TEXT FEATURES

- **This book is a narrative. It explores ideas related to anger management and fitting in at school by looking at the anger response of two young children.**
- **Text has some repetition, using the sentence form: *He was angry and he was mad.***
- **Text placed consistently on the page.**
- **Up to four lines of text to a page.**
- **Line breaks support phrasing.**
- **Some of the story is carried in the illustrations.**

Writing conventions

- Punctuation: capital letters, full stops, commas, quotation marks, exclamation marks
- Grammar: present/past tense – *get/got*
- Use of capitalisation of whole word for emphasis

Being a text user

Discuss:

What does this book help you to learn about getting angry?

What does it help you to learn about being friends?

Being a text critic

Discuss:

Do all people get angry?

Do they show their anger in the same way as Kate and Thomas?

Is getting angry always a bad thing?

Literacy learning centres

Interactive literacy centre 1

In a cooperative group, children prepare and act out a reading of the text for the rest of the class.

Writing centre

Children draw and label a series of pictures showing all the things that made Thomas angry and mad. They could then make a list of all the signs that show that someone is angry, using the illustrations in the book as a starting point.

Interactive literacy centre 2

Children work in cooperative groups to list a range of strategies to not get angry and mad.

Strategies to stop people getting mad!

- count to 10
- take a deep breath
- listen to the radio
- take a walk



Book browsing centre

Provide other books about children who lose their tempers or have bad days, for example *Angry Arthur* by H. Oram (about a child whose anger grows to exploding point, but who is all alright in the end) and *Alexander & the Terrible, Horrible, No Good, Very Bad Day* by J. Voirst (about the fact that sometimes we just have bad days, when everything makes us cross). Children can discuss whether they like reading books like this, and how they make them feel.

Keeping track

Asking questions that focus on the literal, inferential and interpretive aspects of a text allows children to demonstrate a deeper understanding of the text.