



**Lesson Extensions and Activities for**  
*The Adventures of Thor the Thunder God*

**Age Range:** 10 - 12 years

**Reading Is Fundamental**

**Google Voyager Folktales Unit**

### Book Description

Thor is the mightiest and biggest of the Gods. Stories about the Thunder God — he was referred to as such because thunder was known as the sound of Thor’s hammer hitting its targets as he protected the people of earth, or “Midgard” — have been told and retold for generations ever since the days of the Vikings. This collection features some of the most popular tales featuring this Norse God, retold in an accessible and fun way.

### Vocabulary

- Renowned – Known or talked about by many people.
- Citadel – A fortress that’s typically on high ground and protects or dominates a city.
- Forge – A blacksmith’s shop, also known as a “smithy.”
- Pitiful – Deserving or arousing pity.
- Bellows – A device with an air bag that emits a stream of air when squeezed together with two handles.
- Cower – To crouch down in fear.
- Scrawny – Unattractively thin and bony.
- Mead – An alcoholic beverage of fermented honey and water.
- Glacier – A slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles.
- Raid – To quickly and illicitly take something from a place.
- Heave – To lift and haul something heavy with great effort.
- Shaft – A long, narrow part or section forming the handle of a tool or club.
- Drawl – To speak in a slow, lazy way with prolonged vowel sounds.
- Reckon – To establish by counting or calculation.
- Mortify – To cause someone to be embarrassed, ashamed or humiliated.
- Exploit – A bold or daring feat.
- Plait – To form hair or other material into braids, or “plaits.”
- Council – A formal advisory, deliberative or legislative body of people that meets regularly.
- Delicacy – A choice or expensive food.
- Pine – To suffer a mental or physical decline, especially because of a broken heart.

### Prior to Reading

- Ask students if they have heard any ancient Viking tales. Call on volunteers to share the titles of the stories and to provide an overview of what happens and to whom in each. Note the names of the stories and the characters on the whiteboard.

- Tell students that this is a collection of Norse myths. Walk students through the Scandinavia [Google Voyager Experience](#). Students will learn about the region in Northern Europe where Norse mythology originated.

## While Reading

- Have students create a “family tree” as you read the story. When a character’s name is read, discuss that character’s relationship with others (whether family, friends or enemies) in the story and have students position that character’s name in the appropriate place on their trees.

## Post Reading Activities

- Have a different student summarize each section, paying special attention to the characters introduced in each. Have students check their family trees for accuracy during these summaries.
- Have students complete the Criss Cross, Memory Matching, and Word Search puzzles about *The Adventures of Thor the Thunder God* on RIF’s Literacy Central (<https://www.rif.org/literacy-central>).

## Lesson Extensions and Activities

Here are some ways to further explore the story:

Primary Standard for all activities: RL.K.10 (Actively engage in group reading activities with purpose and understanding.)

- **Math** – Have students solve word problems related to the story.
  - Example word problem: To get to Outgard to take on Outgardloki, Thor travels a long distance. If he traveled 940 kilometers between Asgard and Outgard, how many meters did he travel? When he was headed back home, he decided to stop at Midgard to check on his friends. How many meters did he end up traveling in total if Midgard was 1060 kilometers out of his way? Bonus: How many miles did Thor end up traveling?

Objective: Students will be convert between different units of measurement.

Standards: CCSS.MATH.CONTENT.5.MD.A.1 (Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.)

Materials:

- Printouts with word problems related to *The Adventures of Thor the Thunder God*
  - Pencils
- **Arts** – Many Norse mythological characters are introduced in this collection. Have students illustrate the family tree that they created while reading the book. Ask that they recall the descriptions mentioned in the book and that they build on what they read with their imaginations.

Objective: Students will translate written descriptions into artistic works.

Standards: National Core Arts Standards, Anchor Standard #3 (Refine and complete artistic work.)

Materials:

- Markers
  - Backboards
  - Poster boards
  - Colored pencils
  - Construction paper
  - Pencils
  - Magazines that can be cut
  - Scissors
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- **Science** – When Thor swings his hammer, lightning flashes. Have students “create lightning” with this [education.com](http://education.com) experiment.

Objective: Students will learn about electricity.

Standards: NSES Science as Inquiry Standards Levels 5-8 (Properties and changes of properties in matter.)

Materials:

- Rubber glove
  - Plastic fork
  - Tin foil
  - Wood or plastic cutting board
  - Styrofoam plate or rubber balloon
  - Head of hair or wool
  - Cool, low humidity day (<45% humidity, <75°F temperature)
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- **Writing** – Thor is the biggest and mightiest of all the gods. This protector and defender of civilization has unique skills, like swinging his hammer and making lightning flash and racing his billy goats across the sky and having their hooves kick up huge thunderclouds. Have students create their own mythological god like Thor. Have them write a short biography like the ones on page 18 about their god, and then have students write a story about an adventure that their new character has had, perhaps mentioning characters from the stories in *The Adventures of Thor the Thunder God*.

Objective: Students will practice creative writing.

Standards: CCSS.ELA-LITERACY.W.5.3 (Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.)

Materials:

- Journals
- Pens