



Thunder Cake Recipe Cards

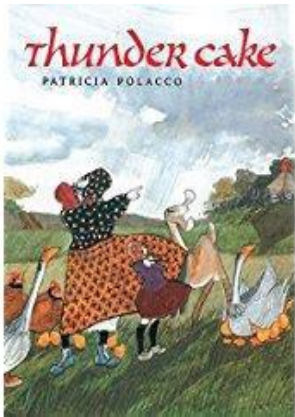
Standard Connection:
 ELA.RI.PK4.1
 ELA.RI.PK4.7
 M.CC.PK4.4a
 M.CC.PK4.4b
 SS.FC.PK4.9
 PD.FM.PK4.4
 PD.FM.PK4.7
 TH.Re9.1.PK
 VA.Cr1.1.PK

Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

Essential Question(s):

- How do living things work together to solve problems and accomplish goals?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Thunder Cake</i> • ingredients and recipe cards (see Resource) • paper plates • number line 	<p>ingredient: things needed to make/prepare food</p> <p>recipe: instructions for making/preparing food</p> <p>directions: an order of steps to be followed</p> <p>gathered: collected</p>	

Intro to Centers	
<p>Preparation: Print out several copies of the ingredients and recipe cards. Keep one recipe card blank for the Intro to Centers demonstration. Write appropriate numbers in the left column on the others. Laminate and cut out the ingredients and recipe cards.</p>	
<p>“In <i>Thunder Cake</i>, Grandma and Patricia gathered - collected - the ingredients - things needed - to make a Thunder Cake.”</p>	<p>Show illustrations.</p>
<p>“On the last page you can find the recipe - instructions - to make a Thunder Cake. It lists the ingredients and directions - the order of steps to be followed.”</p>	<p>Show materials.</p>
<p>“Today in Puzzles (Manipulatives), you can make your own Thunder Cake.”</p> <p>“You can pretend that you will make your cake on this plate. I’m selecting a recipe card and will add the number of ingredients listed on this recipe card to my cake.”</p>	<p>Model following directions.</p>
<p>“How many tomatoes should I add? How do you know?”</p>	<p>Children respond.</p>

During Centers:

Support children in their puzzle-solving strategies (if they put all the edge pieces together first). Have a range of the number of puzzle pieces (some puzzles with five pieces, some with seven, etc.) to match children's levels of challenge. Encourage children to count the number of pieces in the puzzles.

Guiding Questions During Centers:

- If you don't know what number this is, what could you do?
- This recipe card calls for 3 tomatoes. Which recipe card lists the most tomatoes?
- How many ingredients are in this recipe? How do you know?
- Have you used a recipe before? What did you make? What were the ingredients?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to draw/write their own recipe cards. Use a recipe card to make homemade modeling dough.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, support children in counting ingredients listed on their recipe cards. Have a number line available as a resource. Use dots instead of numbers, if needed.