



Read Aloud: *Thunder Cake*

Standard Connection:
 ELA.RL.PK4.1-7,9-10
 ELA.SL.PK4.1-4,6
 ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):

- Weather affects living things.
- Living things respond in different ways to different kinds of weather.

Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	
<ul style="list-style-type: none"> • <i>Thunder Cake</i> • vocabulary word picture cards 	<p>batter: mixture of different ingredients</p> <p>churn: mix</p> <p>distance: far away</p> <p>fade: go away slowly</p> <p>gather: collect</p> <p>horizon: the place where the land seems to meet the sky</p> <p>ingredients: things needed to make food</p> <p>lightning: a flash of light in the sky</p>	<p>path: a track to walk on</p> <p>peck: to bite something with a beak</p> <p>pour: rain falling very fast</p> <p>recipe: instructions for making food</p> <p>samovar: a metal container to heat water for tea</p> <p>survey: looking closely</p> <p>thunder: a loud sound that comes from the sky</p> <p>trellis: a frame used as support for climbing plants</p>
Books		

First Read	
<p>Preparation: Set up materials. (Because of the length of the book, directions for first and second reading guidance are combined to support a 2-day read)</p>	
<p>Children will:</p> <ul style="list-style-type: none"> • listen to a story read aloud • demonstrate increasing levels of sustained and focused engagement • show a steady increase in the number of words in listening vocabulary • develop an understanding of main events 	
<p>Teachers will:</p> <ul style="list-style-type: none"> • read with expression • select 5-10 vocabulary words and enhance them by pointing to the picture, gesture, tone of voice or by inserting a short definition • provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know • model analytical thinking when appropriate ("I'm thinking....") 	

<p>“The title of this book is <i>Thunder Cake</i>. Patricia Polacco is the author and illustrator. She wrote the words and created the pictures. This true story is about how the author’s grandmother helped her overcome her fear of thunder when she was a little girl visiting her grandma’s farm.”</p>	<p>Show cover, underlining the title and point to author’s and illustrator’s name.</p>
<p>“Here, you can see a grandmother and her granddaughter looking at a thunderstorm that is coming closer. They have something special to do before the thunderstorm arrives. Let’s read the story and find out what happens.”</p>	<p>Introduce the main character and the story problem, using the illustrations on the cover.</p>
<p>“Grandma looked at the horizon, drew a deep breath, and said...”</p>	<p>p. 1 Point to the horizon and model taking a deep breath.</p>
<p>“It looks like the granddaughter is afraid of storms because she is hiding under the bed.”</p>	<p>p. 4 (Comprehension aside)</p>
<p>“A loud clap of thunder - a loud sound that comes from the sky - shook the house, rattled the windows, and made me grab her close.” “When you see the lightning - a flash of light in the sky - start counting...”</p>	<p>p. 6 (Gesture)</p>
<p>“Grandma is trying to soothe her granddaughter, so she will not be so afraid by holding her close. Grandma thinks that giving the girl other things to think of, like gathering ingredients to bake a Thunder Cake, will keep her busy so she has no time to be afraid.”</p>	<p>(Comprehension aside)</p>
<p>“Her eyes surveyed the black clouds a way off in the distance - far away.”</p>	<p>p. 7 Model.</p>
<p>“Let’s find that recipe - instructions for making food -, child.”</p>	
<p>“She carefully penned a list of ingredients - things needed to make the cake - on a note paper.”</p>	
<p>“Now let’s gather - collect - all the things we need!’ she exclaimed as she scurried towards the back door.”</p>	<p>Model.</p>
<p>“I knew she would try to peck me.”</p>	<p>p. 9 Model by forcefully pushing thumb and index finger together a few times.</p>
<p>“They gathered the first ingredient needed to make the Thunder Cake: eggs.”</p>	<p>(Comprehension aside)</p>
<p>“It looks like the loud thunder scared the child again, and so did the mean-looking ‘kick cow.’”</p>	<p>p. 11 (Comprehension aside)</p>

"I was scared as we walked down the path ..."	p. 14 Point to the path.
"Grandma wants to make the child less afraid by letting her know that she is not alone and that she will make sure nothing bad will happen to her."	p. 15 (Comprehension aside)
"...as she squinted at the list."	p. 18 Model squinted.
"I reached three luscious - great looking - tomatoes..."	Point to the picture.
"...climbed up high on the trellis - a frame used as support for climbing plants."	Point to the picture.
"We will stop reading here for today and finish the story tomorrow."	Comment.
Discussion Question(s): <ul style="list-style-type: none"> Why do you think that the child was so afraid of the storm? What happened to make her less scared? 	

Second Read

Preparation: Set up materials. (Because of the length of the book, directions for first and second reading guidance are combined to support a 2-day read)

Children will:

- listen to a story read aloud
- demonstrate increasing levels of sustained and focused engagement
- show a steady increase in the number of words in listening vocabulary
- develop an understanding of main events

Teachers will:

- continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions
- explain feelings or thoughts of secondary characters
- deepen the comprehension of primary characters, story problem, etc.
- model analytical thinking

"We read the first part of this book yesterday, and you remember the title..."	Show the cover, underline, and say the title again.
"You remember that the girl was afraid of thunder , and then her grandmother asked her to help gather ingredients to make a Thunder Cake. We will now read the second part of the story."	Quickly show a few pages to re-orient children to the first part of the story.
"I churned - stirred - butter for..." "Finally, we poured the batter - the mixture of the different ingredients - into the cake pans."	p. 19 Point to the butter churn.
"It looks like the girl is too busy making the cake to fear the thunder . She is smiling as she carries the cake to the oven."	p. 25 (Comprehension aside)

“Even before the last flash had faded - went away slowly - the thunder... ”	p. 26
“...Grandma cut a wedge for each of us...”	p. 28 Point to wedge.
“She poured us steaming cups of tea from the samovar - a metal container to heat water for tea.”	(Comprehension aside)
“From that time on, I never feared the voice of thunder again - I was no longer afraid of thunderstorms. ”	(Comprehension aside)
“As rain poured down - came down very fast - on our roof...”	p. 28
“Here is the recipe to make Thunder Cake. It tells you what ingredients you need and how much of each.”	p. 29
Discussion Question(s): <ul style="list-style-type: none"> Thunder wasn't the only thing that scared the girl. What were some of the other things she was afraid of? Why? 	

Third Read

Preparation: *Set up materials.*

Children will:

- reconstruct parts of the story
- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teachers will:

- jointly reconstruct the story with children
- expand, clarify, or add more information to children's responses
- address misunderstandings to deepen the comprehension of primary characters, story problem, etc.
- define words as necessary
- deepen comprehension asides
- model analytical thinking

“We have read this book twice, and today we’re going to talk about and tell the story together.”

Hold up the book and show the cover. Underline and state the title.

Use phrases such as “We remember...” or “What is happening here?” while pointing to the action on the pages. Comments will mostly rely on children’s responses

“Here we remember....”

pp. 1-2
Children respond.

“What is Grandma explaining?”

pp. 3-4
Children respond.

“What is happening here?”	pp. 5-6 Children respond.
“We remember...”	pp. 7-10 Children respond.
“And here...”	pp. 11-12 Children respond.
“Do you remember what the secret ingredient was?”	pp. 13-16 Children respond.
“The girl climbed the trellis and...”	pp. 17-18 Children respond.
“Grandma and the girl are busy with preparations for the Thunder Cake. What are they doing?”	pp. 19-20 Children respond.
“Grandma thinks the girl is very brave. Why does she think that?”	pp. 21-22 Children respond.
“What is happening here?”	pp. 23-24 Children respond.
“Grandma and the girl are smiling here because...”	pp. 25-28 Children respond.
<p>Discussion Question(s):</p> <ul style="list-style-type: none"> Who was more afraid of the weather - Gilberto in <i>Gilberto and the Wind</i> or the girl in <i>Thunder Cake</i>? Why do you think so? 	

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- Have you ever been afraid of the weather? What did you do?