



# Read Aloud: *Thunder Cake*

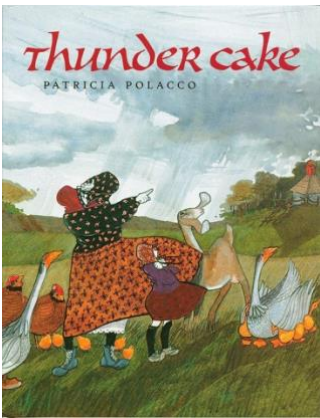
Standard Connection:  
**ELA.RL.PK4.1-7,9-10**  
**ELA.SL.PK4.1-4,6**  
**ELA.L.PK4.1,1c,4,6**

## 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"> <li>• <i>Thunder Cake</i></li> <li>• vocabulary word picture cards</li> </ul>		<p><b>path:</b> a track to walk on</p> <p><b>peck:</b> to bite something with a beak</p> <p><b>pour:</b> rain falling very fast</p> <p><b>recipe:</b> instructions for making food</p> <p><b>samovar:</b> a metal container to heat water for tea</p> <p><b>survey:</b> looking closely</p> <p><b>thunder:</b> a loud sound that comes from the sky</p> <p><b>trellis:</b> a frame used as support for climbing plants</p>
	<p><b>Books</b></p> 	<p><b>batter:</b> mixture of different ingredients</p> <p><b>churn:</b> mix</p> <p><b>distance:</b> far away</p> <p><b>fade:</b> go away slowly</p> <p><b>gather:</b> collect</p> <p><b>horizon:</b> the place where the land seems to meet the sky</p> <p><b>ingredients:</b> things needed to make food</p> <p><b>lightning:</b> a flash of light in the sky</p>

## First 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:

- 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 <b>thunder</b> when she was a little girl visiting her grandma's farm."</p>	<p><b>Show</b> cover, <b>underlining</b> the title and <b>point</b> 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><b>Introduce</b> the main character and the story problem, using the illustrations on the cover.</p>
<p>"Grandma looked at the <b>horizon</b>, drew a deep breath, and said..."</p>	<p>p. 1 <b>Point</b> to the horizon and <b>model</b> 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 <b>thunder</b> - a loud sound that comes from the sky - shook the house, <b>rattled</b> the windows, and made me grab her close." "When you see the <b>lightning</b> - a flash of light in the sky - start counting..."</p>	<p>p. 6 <b>(Gesture)</b></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 <b>gathering ingredients</b> 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 <b>surveyed</b> the black clouds a way off in the <b>distance</b> - far away."</p>	<p>p. 7 <b>Model.</b></p>
<p>"Let's find that <b>recipe</b> - instructions for making food - ,child."</p>	
<p>"She carefully penned a list of <b>ingredients</b> - things needed to make the cake - on a note paper."</p>	
<p>"Now let's <b>gather</b> - collect - all the things we need!' she exclaimed as she scurried towards the back door."</p>	<p><b>Model.</b></p>
<p>"I knew she would try to <b>peck</b> me."</p>	<p>p. 9 <b>Model</b> by forcefully pushing thumb and index finger together a few times.</p>
<p>"They <b>gathered</b> the first <b>ingredient</b> needed to make the Thunder Cake: eggs."</p>	<p>(Comprehension aside)</p>
<p>"It looks like the loud <b>thunder</b> 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 <b>path</b> ..."	p. 14 <b>Point</b> 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 <b>Model</b> squinted.
"I reached three luscious - great looking - tomatoes..."	<b>Point</b> to the picture.
"...climbed up high on the <b>trellis</b> - a frame used as support for climbing plants."	<b>Point</b> to the picture.
"We will stop reading here for today and finish the story tomorrow."	<b>Comment.</b>
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>Why do you think that the child was so afraid of the storm?</li> <li>What happened to make her less scared?</li> </ul>	

Second Read	
<b>Preparation:</b> <i>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)</i>	
<b>Children will:</b> <ul style="list-style-type: none"> <li>listen to a story read aloud</li> <li>demonstrate increasing levels of sustained and focused engagement</li> <li>show a steady increase in the number of words in listening vocabulary</li> <li>develop an understanding of main events</li> </ul>	
<b>Teachers will:</b> <ul style="list-style-type: none"> <li>continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions</li> <li>explain feelings or thoughts of secondary characters</li> <li>deepen the comprehension of primary characters, story problem, etc.</li> <li>model analytical thinking</li> </ul>	
"We read the first part of this book yesterday, and you remember the title..."	<b>Show</b> the cover, <b>underline</b> , and <b>say</b> the title again.
"You remember that the girl was afraid of <b>thunder</b> , and then her grandmother asked her to help <b>gather ingredients</b> to make a Thunder Cake. We will now read the second part of the story."	Quickly <b>show</b> a few pages to re-orient children to the first part of the story.
"I <b>churned</b> - stirred - butter for..."  "Finally, we <b>poured</b> the <b>batter</b> - the mixture of the different <b>ingredients</b> - into the cake pans."	p. 19 <b>Point</b> to the butter churn.
"It looks like the girl is too busy making the cake to fear the <b>thunder</b> . She is smiling as she carries the cake to the oven."	p. 25 (Comprehension aside)

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

Third Read	
Preparation: Set up materials.	
<b>Children will:</b> <ul style="list-style-type: none"> <li>reconstruct parts of the story</li> <li>practice saying and using story-related vocabulary words</li> <li>recall main events and characters in the story when prompted</li> </ul> <b>Teachers will:</b> <ul style="list-style-type: none"> <li>jointly reconstruct the story with children</li> <li>expand, clarify, or add more information to children's responses</li> <li>address misunderstandings to deepen the comprehension of primary characters, story problem, etc.</li> <li>define words as necessary</li> <li>deepen comprehension asides</li> <li>model analytical thinking</li> </ul>	
"We have read this book twice, and today we're going to talk about and tell the story together."	<b>Hold</b> up the book and <b>show</b> the cover. <b>Underline</b> and <b>state</b> the title.  <b>Use</b> phrases such as "We remember..." or "What is happening here?" while <b>pointing</b> to the action on the pages. Comments will mostly rely on children's responses
"Here we remember...."	pp. 1-2 <b>Children respond.</b>
"What is Grandma explaining?"	pp. 3-4 <b>Children respond.</b>

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

## 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?