

|                                                                                                               |                                                     |                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Unit 3</p>  <p>Week 1</p> | <h2 style="margin: 0;">Thunder Cake Read Aloud</h2> | <p><b>Standards:</b><br/>         ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3<br/>         ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2<br/>         ELA.RL.LTC.PS.1</p> |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|



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

**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.

**First 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 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 – e.g. “I’m thinking...”

“The title of this book is Thunder Cake. 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.”

“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.”

“Grandma looked at the **horizon**, drew a deep breath and said.....”

“It looks like the granddaughter is afraid of storms because she is hiding under the bed.”

“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...”

“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

*Show cover, underlining the title and point to author’s and illustrator’s name.*

*Introduce the main character and the story problem, using the illustrations on the cover.*

*p. 1 Point to the horizon & model taking a deep breath*

*p. 4 Comprehension Aside.*

*p. 6 Gesture.*

*Comprehension Aside.*

thunder cake, will keep her busy so she has no time to be afraid.”

“Her eyes **surveyed** the black clouds a way off in the **distance**- far away.”

“Let’s find that **recipe** - instructions for making food -, child.”

“She carefully penned a list of **ingredients** - things needed to make the cake - on a note paper.”

“Now let’s **gather** - collect- all the things we need!” she exclaimed as she scurried towards the back door.”

“I knew she would try to **peck** me.”

“They gathered the first ingredient needed to make the Thunder Cake: eggs”

“It looks like the loud thunder scared the child again and so did the mean looking kick cow.”

“I was scared as we walked down 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 that nothing bad will happen to her.”

“...as she **squinted** at the list.”

“I reached three **luscious** – great looking- tomatoes...”

“climbed up high on the **trellis** – a frame used as support for climbing plants.”

*p. 7 Model surveyed.*

*Model exclaimed, scurried.*

*p.9 Model by forcefully pushing thumb and index finger together a few times.*

*Comprehension Aside.*

*p. 11 Comprehension Aside.*

*p. 14 Point to path.*

*p. 15 Comprehension Aside.*

*p. 18 Model squinted.*

*Point to picture.*

"We will stop reading here for today and finish the story tomorrow."

*Comment.*

**Discussion Questions(s):**

- Why do you think that the child was so afraid of the storm?
- What happened to make her less scared?

**Second Read**

Children will:

- Listen again to the story read aloud
- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher 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..."  
"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."

I **churned** - stirred- butter for...."

"Finally, we poured the **batter** – the mixture of the different ingredients-into the cake pans."

"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."

*Show the cover and underline & say the title again.*

*Quickly show a few pages to re-orient children to the first part of the story.*

*p. 19 Point to butter churn.*

*Comprehension Aside.*

*p. 25*

“Even before the last flash had **faded**- went away slowly - the thunder...”

*p. 28 Point to wedge*

“...Grandma cut a **wedge** for each of us...”

“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.”

*p. 28*

“As rain **poured** down – came down very fast- on our roof...”

“Here is the **recipe** to make thunder cake. It tells you what **ingredients** you need and how much of each.”

*p.29*

**Discussion Questions(s):**

- Thunder wasn't the only thing that scared the girl. What were some of the other things she was afraid of? Why?

**Third Read:**

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

Teacher(s) will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children's responses.
- Address misunderstandings.
- 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, 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...”

*pgs. 1 & 2 Read.*

“What is grandma explaining?”

*pgs. 3 & 4*

“What is happening here?”

*pgs. 5 & 6*

“We remember...”

*pgs. 7 & 8*

*pgs. 9 & 10*

“And here...”

*pgs. 11 & 12 Read.*

“Do you remember what the secret ingredient was?”

*pgs. 13 & 14*

*pgs. 15 & 16 Read.*

“The girl climbed on the trellis and...”

*pgs. 17 & 18*

“Grandma and the girl are busy with preparations for the Thunder Cake. What are they doing?”

*pgs. 19 & 20*

“Grandma thinks the girl is very brave. Why does she think that?”

*pgs. 21 & 22*

“What is happening here?”

*pgs. 23 & 24*

Grandma and the girl are smiling here because...”

*pgs. 25 & 26*

**Discussion Questions(s):**

- Who was more afraid of the weather- Gilberto, in *Gilberto And The Wind*, or the Girl in *Thunder Cake*? 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 Questions(s):**

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

| Suggested Transition Activity<br>First Read                                                                                                                                                                                                                                                                                                                                                                                                                                     | Literacy/Language Skills<br>Supported                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <p>Say: "I'm going to dismiss you by the beginning sound in your name.</p> <p>"If your names begins with /s/ like storm, you may...."</p> <p>"If your name begins with /th/ like thunder, you may...."</p> <p>" If your name begins with /l/ like lightning, you may..."</p> <p>" If your name begins with /d/ like distance, you may..."</p> <p>"If your name starts with /i/ like ingredients, you may..."</p> <p>" If your name starts with /r/ like recipe, you may..."</p> | <p><b>Direct</b></p> <p>Beginning sounds</p> <p>Vocabulary support</p> |

| Suggested Transition Activity<br>Second Read | Literacy/Language Skills<br>Supported |
|----------------------------------------------|---------------------------------------|
|                                              |                                       |

Say: "I'm going to dismiss you by using the Thunder Cake storybook words that have the same number of parts as your first names. For example, thunder has two parts: thun-der, like Howard: How-ard.

- "Storm has one part. If your name has one part like storm, you may..."
- "Thunder has two parts. If your name has two parts like thun-der, you may..."
- "Recipe has three parts, re-ci-pe. If your name has three parts, you may..."
- Ingredients has four parts, in-gre-di-ents. If your name has four parts, you may..."

**Direct**

-

**Indirect**

-

**Suggested Transition Activity**

**Third Read**

Say: "I'm going to dismiss you by the first letter in your name that match the ingredients in the recipe for Thunder Cake.

Have a list of ingredients written so children can see the letters clearly.

- " If the first letter in your name is a S like in Salt, you may..."
- "If the first letter in your name is a V like in Vanilla, you may..."
- " If the first letter in your name is a E like in Eggs, you may..."

**Literacy/Language Skills Supported**

**Direct**

- Letter ID
- Vocabulary support

| <b>Suggested Transition Activity</b><br><b>Fourth Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Literacy/Language Skills</b><br><b>Supported</b>                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <p>Say: “I’m going to dismiss you if your name has a letter that is in the title Thunder cake. For example, if your name has the letter T (point to the T in Thunder cake) in it anywhere, you may...” Tony may go... and Matti may go as well. She has two t’s in her name.</p> <p>Have name cards of children handy so you can point to the letters if a child doesn’t responds.</p> <ul style="list-style-type: none"> <li>● “If your name has the letter u in it anywhere, you may...”</li> <li>● “If your name has the letter n in it anywhere, you may...”</li> </ul> | <p><b><u>Direct</u></b></p> <ul style="list-style-type: none"> <li>- Letter ID</li> </ul> |