



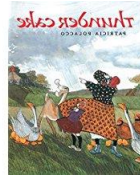
Baking Cakes



Dramatization

Standards:

ELA.SL.CC.PS.1 - 3
 ELA.SL.PKI.PS.1 - 3
 CA.DE.PS.1 - 3
 CA.DP.PS.1 - 2


Materials:

- *Thunder Cake*
- cake pans, muffin tins
- whisks, spatulas
- mixing bowls
- felt/tissue paper (to create crusts, etc.)
- pretend fruit
- beautiful stuff
- writing tools
- blank note cards/blank books
- Thunder Cake recipe and pages resources
- additional recipes, either printed out or in cookbooks, preferably from families

Vocabulary:

- thunder
- recipe
- ingredient

Preparation: Set up materials. After the Intro to Centers, be sure to include the text and photos in Dramatization.

Intro to Centers:

"In *Thunder Cake*, Patricia's Grandmother helps her to cope with **thunder** by baking a cake. Have you helped to bake something before?"

"Patricia's Grandmother pulls out a book of **recipes**, instructions that help us to make or bake something. Here is Grandma's Thunder Cake Recipe. After she finds the recipe, what does Grandma do next?... She makes a list of **ingredients**. I remember this word from *The Little Red Hen Makes a pizza*."

"In Dramatization, you can also bake a cake. Keep in mind the process to bake a cake: you will need to identify a recipe you like, make a list of ingredients, gather the ingredients, and then mix things together. Last, the batter will go into the oven."

"While you are making a cake, you might use these tools to help you."

Children respond. Support children by making connections to the text.

Show recipe.

Show illustration of Patricia's Grandmother writing a list of ingredients.

Children respond.

Name and model the available props, including the writing tools and note cards to make ingredient lists.

During Centers:

Children dramatize baking cakes. Encourage children to carefully consider recipes and their ingredient lists. Support children with gathering ingredients. If something is not present (e.g., eggs), how can children represent this ingredient with Beautiful Stuff or other materials in the classroom? Model using complete sentences with the appropriate vocabulary (e.g., I see you are mixing the batter with the whisk.)

Guiding Questions during Centers:

- Why do you like this recipe?
- How is this process similar or different from *Thunder Cake*?
- How does baking help Grandma and Patricia in *Thunder Cake*? How do you feel as you bake this?
- What ingredient might you change in this recipe? Why?
- How is Patricia's Thunder Cake the same or different from the cake at Peter's Party in *A Letter to Amy*?

Thinking & 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 families to share their recipes. Compile a class book that includes these recipes from home as well as the writing from this Center.

Note which recipes children are interested in. Bake this item together in class or before class. Discuss the process.

