

EAT TOGETHER

THUNDER CAKE

EAT BETTER



TARGET AUDIENCE	Grades 1 & 2												
ESTIMATED TIME	45 minutes												
NUTRITION EDUCATION LEARNING OBJECTIVE	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Consider the importance of spending meal time with family members, • Discuss the importance of meal time with family members. 												
CURRICULUM INTEGRATION	<ul style="list-style-type: none"> • Reading • Communication 												
EALR/GLE INTEGRATION	<table border="0"> <tr> <td>Reading</td> <td>1.3</td> <td>Build vocabulary through wide reading.</td> </tr> <tr> <td></td> <td>2.1</td> <td>Demonstrate evidence of reading comprehension.</td> </tr> <tr> <td></td> <td>2.2</td> <td>Understand and apply knowledge of text components to comprehend text.</td> </tr> <tr> <td>Communication</td> <td>1.1</td> <td>Uses listening and observation skills and strategies to focus attention and interpret information.</td> </tr> </table>	Reading	1.3	Build vocabulary through wide reading.		2.1	Demonstrate evidence of reading comprehension.		2.2	Understand and apply knowledge of text components to comprehend text.	Communication	1.1	Uses listening and observation skills and strategies to focus attention and interpret information.
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Communication	1.1	Uses listening and observation skills and strategies to focus attention and interpret information.											
CLASSROOM SKILLS	<ul style="list-style-type: none"> • Listening and following directions. 												
BASIC NUTRITION CONCEPTS	<ul style="list-style-type: none"> • When families prepare and eat meals together, it gives them the opportunity to connect with one another and share stories from their day. It helps to strengthen family ties. 												
SUPPLIES	<ul style="list-style-type: none"> • Book: Thunder Cake <input checked="" type="checkbox"/> • Thunder Cake Story Sequence Guide <input checked="" type="checkbox"/> • Thunder Cake Story Sequence Guide key <input checked="" type="checkbox"/> • Thunder Cake Poster <input checked="" type="checkbox"/> • Family Meals pictures (4 logos) <input checked="" type="checkbox"/> • Coloring Sheet: Sharing a Meal Together <input checked="" type="checkbox"/> • Crayons or colored pencils <p><input checked="" type="checkbox"/> Provided with lesson <input checked="" type="checkbox"/> For display using document camera</p>												
ACTIVITY TASKS	See reverse.												
SOURCE	Carolyn A. Lee, MS, RD												
SA SUBMITTED BY	Eat Together Eat Better Work Group												

Thunder Cake (Grades 1 & 2)

1. In preparation for the story, make a copy of the blank sequencing guide.
2. Introduce the story, “Thunder Cake” to students. Tell the students that this story is based on the real life experience of the author, Patricia Polacco, when she was a child. Explain that this story describes how her grandmother helped her to conquer a real fear. It will also be helpful to tell students that most everyone is afraid of something. By sharing a fear you as their teacher have, or have had, it will help normalize this emotion. Ask students if anyone would like to share something they are afraid of or were afraid of, in the past. Discuss as appropriate.
3. Read the story.
4. After the reading, review the story with students using the sequencing guide.
5. Project the blank sequencing guide on the document camera. As students recall the events in the story, write them in the boxes. Use the key as your guide.
6. Ask students the question at the bottom of your key; “At what point in the story, do you think Patricia stopped being afraid of the storm?” Discuss responses.
7. Then ask the more probing question; “If Patricia hadn’t eaten any Thunder Cake, would she still have conquered her fear?” Discuss responses. (The obvious answer is “yes” because it was in the time she spent preparing the cake with her grandmother that she overcame her fear.)
8. Encourage students to think about how they could spend time with a family member in the kitchen helping to prepare a meal. Remind students that when families spend time eating a meal together, it gives them the opportunity to connect with each other and share stories from their day. Reference the Thunder Cake poster, especially pointing out the pictures that depict the grandmother and Patricia spending time talking. Then reference the Family Meals pictures (logos). Point out the Talk Together logo and ask students what the family might be talking about.
9. Invite students to draw a picture using the “Sharing a Meal Together” page. The picture should include family members eating and talking together. Encourage as much detail as possible. When pictures are completed, have students share their work with classmates.
10. Ask students to show their picture and tell one thing they like to talk with their family about at mealtime.
11. Encourage students to take their picture home and share it with their family.

Thunder Cake Story Sequence Guide

Once Patricia's grandmother saw that she was afraid of the storm, what happened next?

FIRST	SECOND	THIRD	
FOURTH	FIFTH	SIXTH	
SEVENTH	EIGHTH	NINTH	
	TENTH		

Thunder Cake Story Sequence Guide

KEY

Once Patricia's grandmother saw that she was afraid of the storm, what happened next?

FIRST	Grandmother suggested they make a <i>Thunder Cake</i> and found the recipe.	SECOND	Gathered eggs in the barn.	THIRD	Got milk from the cow.
FOURTH	Got dry ingredients from the shed	FIFTH	Picked three tomatoes.	SIXTH	Measured ingredients, prepared the cake and put in the oven.
SEVENTH	Talked with Grandma while the cake was baking.	EIGHTH	Set the table with Grandma.	NINTH	Frosted the cake and added strawberries.
		TENTH	Had tea and cake with Grandma.		<i>At what point in the story, do you think Patricia stopped being afraid of the storm?</i>

Sharing a Meal Together



