

# EAT TOGETHER

## THUNDER CAKE

# EAT BETTER



<b>TARGET AUDIENCE</b>	Grades 3 & 4												
<b>ESTIMATED TIME</b>	45 minutes												
<b>NUTRITION EDUCATION LEARNING OBJECTIVE</b>	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> <li>• Consider the importance of spending meal time with family members,</li> <li>• Discuss the importance of family meal time with family members.</li> </ul>												
<b>CURRICULUM INTEGRATION</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Communication</li> </ul>												
<b>EALR/GLE INTEGRATION</b>	<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.											
<b>CLASSROOM SKILLS</b>	<ul style="list-style-type: none"> <li>• Listening and following directions.</li> </ul>												
<b>BASIC NUTRITION CONCEPTS</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>												
<b>SUPPLIES</b>	<ul style="list-style-type: none"> <li>• Book: Thunder Cake <input checked="" type="checkbox"/></li> <li>• Thunder Cake Story Sequence Guide <input checked="" type="checkbox"/></li> <li>• Thunder Cake Story Sequence Guide key <input checked="" type="checkbox"/></li> <li>• Thunder Cake Poster <input checked="" type="checkbox"/></li> <li>• Family Meals pictures (4 logos) <input checked="" type="checkbox"/> </li> <li>• Writing paper and pencil</li> </ul> <p><input checked="" type="checkbox"/> Provided with lesson   For display using document camera</p>												
<b>ACTIVITY TASKS</b>	See reverse.												
<b>SOURCE</b>	Carolyn A. Lee, MS, RD												
<b>SA SUBMITTED BY</b>	Eat Together Eat Better Work Group												

## Thunder Cake (Grades 3 & 4)

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. Ask students to share what foods they like to prepare and with whom.
9. Invite students to write a story about sharing a meal with their family. The story should include information about the foods being eaten and include some conversation that is happening between the family members. Ask students for ideas about what they could include in the conversation portion (what happened at school that day, something new they learned, something they are concerned about, etc.)
10. Encourage students to share their work with their family.

### Extension Activities

- The logos could be used as the focus of a fictional story that students create or students could create an invitation to extended family members to join their family for a special meal.

# 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



