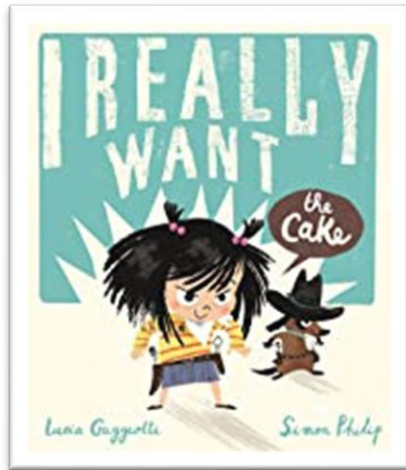


Read for Pleasure

I Really Want the Cake

By Simon Philip and Lucia Gaggiotti



How on Earth do you resist the most amazing cake?

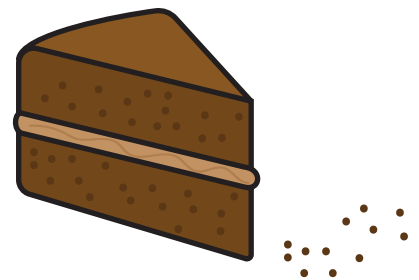
One little girl is about to find out just how hard it can be.

A delicious tale about cake and chaos.

Title Talk

The title of this story is: I Really Want the Cake.

- Who do you think might be saying these words?
- Who might they be saying them to and why?
- How might they be saying them? Act it out.
- What might this suggest about this character?
- What might it suggest about the story itself?



Cover Chat

Now look at the cover of this picture book.

- Did it surprise you that the character saying these words was a girl? Discuss why this might be.
- How are the girl and her sidekick dressed? Might this be significant?
- What do you notice has been placed in each of their cowboy belts?
- What might this suggest about the story?
- How delicious does the cake look on the back cover?

Page 1-2

- Where is the smell that can't be ignored coming from?
- Does this suggest the smell will be pleasant or unpleasant? Why?
- Which word is used to describe how the smell is moving?
- Why might this smell be WAVING through the kitchen door?
- If the smell had been wafting through the BATHROOM door, how would this change the meaning of this text?
- Luckily, we are told (and can see) that this smell wafts through the KITCHEN door. How does the illustrator depict this smell when in reality we shouldn't be able to see it at all?
- Wide eyed and open mouthed we see the two characters from the front cover. It is as though this magical smell has hypnotised them both and now holds them captive. It is no surprise that they think it's time to find out more...

What do you think they now want to know?

- Can you think of any questions that they might want answering?



Page 3-4

- How quickly does it take the little girl to realise that the smell just might be cake?
- What does she do next with her little dog? Why might this be?

Page 5-6

- Sat on the table, the cake towers above the two characters. Why do you think the cake has been placed on the table? Who do you think placed it there?
- Does the design of the cake remind you of anything? (A castle or a crown perhaps) Why might it have been made to look like this?

Page 7-8

- What kind of cake are we told this is?
- How do we know that the little girl and her dog like chocolate cake?
- Do you think these two (innocent looking) characters will wait for their chance to eat some cake or might they try and sneak some cake before they are allowed?



Page 9-10

- Only five words appear on these pages. Which is written in capitals? Why might this be? Who do you think says them?
- How do you think these words ought to be said? Act them out.
- Interestingly, these same five words are the book's title. What do you notice has changed in terms of how the two main characters are now dressed?
- What might this mean with regards to the change of pace and tone this story will now take? Discuss.



Page 11-12

- Before reading the next part of the story on page 11, what do you notice about the faces of A] the little girl and B] her dog?
- Do they look the same or different? Why might this be?
- Now read page 11. What do you think Mum has written in a scrawl? Why would she have wanted to do this?
- Who reads Mum's note and fully understands what it means?
- Who does not (or cannot) read Mum's note so thinks having some cake is still an option?
- What does the fact that Mum has written a note at all, suggest about A] the little girl and B] the cake?

Page 13-14

- Does the little girl know that to eat the cake would be wrong?
- How is this emphasised with the word NOT?
- What does she do to try and forget the cake?
- How is this depicted by the illustrator?
- Does she believe she will forget the cake? Which words on page 13 suggest that she knows this will be difficult?



Page 15-16

- Obviously, this tactic does not work. What else does she and her dog do in order to forget the cake?
- Do you think any of these distractions will work? Why not?

Page 17-18

- She realises that none of these things are working and decides on a different course of action, one that is a lot more radical. What does she decide to do?
- Interestingly, the illustrator hides Mum's note as though it is falling off the page while the little girl looks in the opposite direction. Might this be significant?



Page 19-20

- Again, only five words appear on these pages. Which of these is written in capitals? Why might this be?
- Why do you think both the little girl and her dog are now depicted in matching superhero outfits?

Page 21-22

- How happy and excited do the girl and her dog look, now that they have decided to ignore Mum's note and have some cake?
- Why might the girl want to lick the cake and not eat the cake? Discuss.

Page 23-24

- Is it wise for the girl and the dog to lick the cake? Why not?
- Why is the word SOMEHOW used when the lick becomes a bite?
- Describe what is happening in the third picture. Why might this have been made to look like a tornado?
- Finally, we see the little girl and her dog with chocolate covered faces. What has happened to the cake?
- How would you describe their behaviour?
- Why then might the illustrator have chosen to draw them wearing a halo and having angel's wings? Discuss.



Page 25-26

- Is the girl sorry for what she has done? Why do you think this?
- Why might the little girl's eyes be hidden (despite a tear rolling down her cheek) but her chocolate covered jumper and smudged mouth be clearly visible for all to see? Discuss.

Page 27-28

- Surely this is the end of the story. The cake is no more. What else is there to do or say that could possibly move this tale forward?
- What does the little girl decide to do next?
- Do you think she has baked a cake before?
- Which word does she use on page 27 that suggests she has not?
- The little girl tells us that making a cake is easy. Does her dog believe her? How can you tell? If her own dog doesn't believe her (and dogs are supposed to our best friends) do you believe her?
- What do you think is about to happen to the clean and tidy kitchen?



Page 29-30

- How does the little girl's face change as her attempt at baking becomes an ever-increasing disaster? Discuss.
- In the final picture on page 29, she includes an odd ingredient. What is it and what does this tell us about her cake baking skills?
- How is this disaster depicted on page 30? Discuss.
- Which word is stressed by the writer on this page? Why might this be?
- Does it remind you of a word the little girl uses on the previous page? Which word does it remind you of and how are the two linked?

Page 31-32

- The word MESS jumps out on page 31. Why might this be?
- Which word does the writer also use that links well with the idea of something being a disastrous mess?
- Is the little girl correct to think Mum will faint when she walks into the kitchen? Why might this be?
- Would the little girl's dog agree with her?



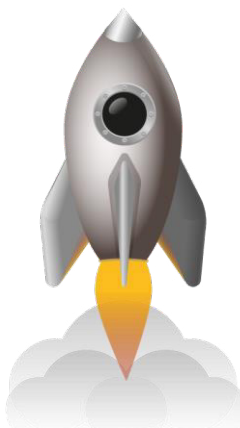
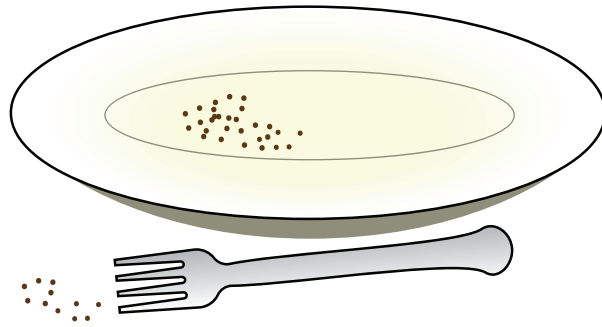
Page 33-34

- How do you think Mum will react to this new (ketchup infused) cake?
- Does this cake make up for the one that has been eaten? Discuss.

Think about the poem as a whole:

At what point should the little girl have owned up and apologised?

Will chocolate cake ever taste the same again?



The perfect companion to
Reading Rocketeers: **Unit 5.5**

John Murray

www.johnmurraycpd.co.uk



John is a recognised specialist in developing children's reading and comprehension.

The creator of Reading Explorers, Top Class Comprehension and Reading Rocketeers, his seminars and CPD training focus on the teaching, learning and enjoyment of reading.

An independent Literacy consultant, he aims to support schools to improve their performance and secure best practice. Above all, it is to ignite within us a passion for books and a genuine love for the written word.

His enthusiasm and expertise can be seen throughout his work and his resources and training are used in classrooms worldwide.

“Books are the quietest and most constant of friends; they are the most accessible and wisest of counsellors and the most patient of teachers.”

Charles W. Eliot