



Running words: 36

Book Summary

Grandma bakes a cake for the family, and it goes missing. No one knows who took it.

Building Basic Skills

High-frequency words – the, Not, me, said

Content words – Who, Took, Cake, took, cake, Dad, Mom, Carmen, Rosa, Mario, Luis, Baby

Repeated phrase – “Not me,” said

Phonics and phonemic awareness – M (Mom, Mario), m (me), C (Cake, Carmen)

Punctuation – quotation marks, question marks, commas, periods, capital letters, exclamation points

Special Feature

Punctuation associated with speech

Skills and Strategies

“Who Took the Cake?” can be used to introduce and reinforce:

- reading using expression to increase understanding
- reading a variety of simple high-frequency words in context
- creating artwork or a piece of writing related to the text
- writing labels for a specific purpose.

Materials

- copies of words and punctuation for this book from page 98, cut and ready for use
- copies of BLM, scissors, glue, markers, pencil
- paper, markers

“Who Took the Cake?”

by Eduardo Medina

illustrations by Phillip Small

Introducing the Text

Play a guessing game to introduce vocabulary from the text. Children stand in a row with their hands behind their backs. One child stands facing the others. Children close their eyes while you put a small object (block, soft toy, etc.) in the hands of one child in the row. The child standing alone must identify who has the object by asking each of the others “Who took the toy?” Children reply “Not me, said [name].” Continue until all children have denied knowing the whereabouts of the toy. The child out front must determine who actually has it by looking for clues in children’s body language and voices. When they have guessed who has it, the child with the object has a turn out front.

Discussion Model

Using only the teacher’s copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – Grandma made a cake. What do you think has happened to it?

Page 3 – What question do you think Grandma might be asking? Look at the text on page two. How do we know that someone is talking?

Page 5 – Did Dad eat the cake? How do you know?

Page 7 – Who is speaking on this page? What might Mom be saying?

Page 9 – Did Carmen eat the cake? What kind of voice would Grandma have to use when she is talking to Carmen? Why?

Page 11 – Who is Rosa talking to? What makes you think that?

Page 13 – Is it possible that Mario ate the cake? Can you remember someone else in the story whose name begins the same as Mario’s? Look back through the text and compare the two names.

Page 15 – Do you think Luis ate the cake? Who else could have eaten the cake?

Page 16 – Were you right? What might baby be saying?

Reading the Text

When we are reading this book, we need to remember that there are people speaking in it, so it is important to use interesting voices. Hand one book to each child. Together, read the title and the names of the author and illustrator on the cover and title page.

Page 2 – Clarify where to start reading and encourage children to point to each word as you quietly read aloud together.

Page 4 – Identify “Not” as the first word and encourage children to read quietly to themselves. Observe accuracy of one-to-one matching.

Pages 6–16 – Encourage children to read the remaining pages quietly to themselves. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rerunning, and checking the picture.

Revisiting the Text

- Reread the text together using appropriate voices for each character. Look closely at the pictures for clues, for example, Carmen speaks loudly to be heard above the music.
- On the board, write the names of people in the story. Discuss why they have capital letters. Group any that begin with the same sound. Brainstorm others beginning with “M.”
- Using the words and punctuation for this book from page 98, reassemble the sentences with children.

Following Up

B Children cut out speech bubbles from the BLM activity opposite and match them to the appropriate picture.

✂ Children draw themselves playing at home and label it: “Not me,” said [name]. Encourage children to think about where the punctuation goes. Bind pictures together as a book. Vote for who appears on the last page eating the cake.

- The group plays the guessing game explained in Introducing the Text. Encourage children to experiment with disguising their voices.