

# What's in the Cake Tin?

by Jane Buxton

pictures by Philip Webb

## Overview

One after another, family members help themselves to a slice of chocolate cake from the cake tin. When Dad arrives home and opens the tin, only crumbs are left. This is a cheerful family story about a humorous situation that will be familiar to many children. The inclusion of twins in the story is also likely to be of special interest. This book links well with *The Biggest Cake in the World*.

Curriculum link: health and physical education

## Text features

(Focus on only one or two per session.)

- the high-frequency words “in” and “the”
- the initial consonant blends “cr” and “sn”
- the digraph “Ch” in “Chocolate”
- the rime “um” in “Mum”, “Yum”, and “Crumbs!”
- the contraction “What’s”
- the use of the word “asked” rather than the more familiar “said”
- the use of a question as the title
- the repetition in the text
- the use of bold type and exclamation marks for emphasis
- the use of speech marks
- the children’s names.

## Setting the scene

Bring a cake tin into the classroom and have the children guess what is inside it. You may wish to have a chocolate cake or some other little treat inside!

Talk with the children about where treat food is kept in their homes.

## The first reading

Look at the pictures on both the cover and title pages. *Why is the cake tin on the top shelf?* Draw the children’s attention to the question mark on the cover. *What is this asking us?* Ask the children to read the question themselves. Read the names of the author and the illustrator.

Page 2 – Use the word “asked” in your discussion with the children about this page. *What do you think Mum is asking herself as she gets the tin off the shelf?* The repetition of the title is a support, but the word “asked” may need to be taught and reinforced using the whiteboard. Encourage the children to cross-check if, despite the discussion, they say the word “said”. *Could this word be “said”? Why not? Look at the word carefully. What would look right and sound right?*

Listen to the children read the text themselves, offering support as necessary. Encourage them to work the names out for themselves, but be ready to tell them if they find them too puzzling.

Page 4 – The children may have come across “Simon” before, in *Simon Says*.

Page 8 – Note that Nick and Tim are twins.

Page 10 – Use the picture cue to assist the children with “sniffed”. *What do dogs do when they are near food?*

Page 12 – *How does the author of this story want you to read this page? What clues has she given you?* Encourage the children to read expressively. Help the children to think beyond the text. *Poor Dad! What will happen next? Who do you think made the cake? How did the dog get a piece of cake out of the cake tin?*

## Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, noting instances of expressive reading, self-monitoring, and cross-checking.

Locate the word “chocolate” in the text. Make a list of words that start with the digraph “ch”. Do the same for the initial blends “sn” or “cr”.

Locate the children’s names in the text and discuss the use of capital letters for people’s names.

Examine the contraction “What’s”. Write “What is” on the whiteboard and rub out the letter the apostrophe replaces. Talk about how contractions can be used in writing to make it seem more like talking.

Use a whiteboard to explore the similarities between “Yum”, “Mum”, and “Crumbs”

Locate speech marks in the text. Enlarge and photocopy a double-page spread. Write the character’s spoken words in speech balloons, then stick the balloons onto the page and display it.

## Suggestions for further activities

Write question-and-answer flap books, for example, “What’s in the lunchbox?” asked Joseph. (Lift the flap.) “Chippies. Yum!”

Make a chocolate cake with the group. You could take photographs of the experience and make them into a class book.

Dramatise the text. Use an empty cake tin and ask the characters to make up their own treat. “Marshmallows. Yum!” “Strawberries. Yum!”

Have the children draw a cake tin with their favourite treat inside and add a label.

The children could collect data on their favourite types of cakes and display the information as a class graph.

Read *The Biggest Cake in the World*