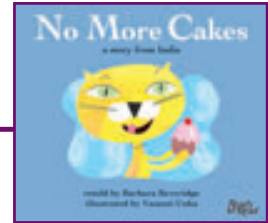


No More Cakes



retold by Barbara Beveridge
illustrated by Vasanti Unka

This text is levelled at Purple 2.

Overview

In this humorous tale, the hungry cat eats everyone and everything he meets until the tables are finally turned by the landcrabs with their sharp claws.

Students will enjoy the unlikely events and the characterisation of the unscrupulous cat but can also think about the message of the tale and why the author may have chosen to retell it. Indian students could share their knowledge of this story and share other similar versions they are familiar with.

This cumulative, repetitive text includes long compound sentences that provide opportunities for students to practise fluent, expressive reading.

There is an audio version of the text on the Ready to Read CD *Readalong 2010*.

Related texts

- Other retellings or tales with a tricky main character, for example, “The Clumsy Tiger” in *Two Tiger Tales, Māui and the Sun* (both RTR, Purple), *The Gingerbread Man*
- Nonsense cumulative tales, for example, *I Know an Old Woman Who Swallowed a Fly*
- Texts with links to India: *Diwali* (RTR, Purple).

Text characteristics

Key text characteristics as described in the reading standards for after two and three years at school are shown in the boxes with a solid outline. Other boxes indicate additional characteristics.

The cartoon-like, humorous style of the illustrations

The cumulative nature of the text

The humorous, fantastical events and the clear narrative structure

Ideas organised in paragraphs

The Indian setting, which may be unfamiliar for some students



A variety of sentence structures, including compound sentences

The use of linking words, for example, “but”, “So”, “and”, “until”, “with”, “or”, and commas to clarify the links between ideas

Frequent use of dialogue, including italics for emphasis and the imperative voice

The underlying theme that greediness will be punished



Mostly familiar words, but some new topic words that are supported by the context and/or by illustrations, for example, “eaten”, “gobble gobble slip slop”, “soldiers”, “sew”

Suggested reading purpose

- To enjoy this story but also to think about if it has a message for us and why the author chose to retell it

Setting a learning goal

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)

To meet the reading purpose, students need to draw on a range of comprehension and processing strategies, often simultaneously. The strategies, knowledge, and skills below link to *The Literacy Learning Progressions*. Select and adapt from them to set your specific learning goal. Be guided by your students’ particular needs and experiences: who they are, where they come from, and what they bring (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections to their knowledge of traditional tales in order to form hypotheses about what will happen
- make inferences about the character of the cat, the message of this tale, and why the author wrote it
- use word-solving strategies, including knowledge of syntax, to work out the meanings of unfamiliar words
- read aloud fluently, using punctuation as a guide to phrasing and expression.

Introducing the text

- Tell the students you have a retelling of an Indian tale for them to read. Ask the students to recall some familiar retold tales (for example, fairy tales) from their own and other cultures and draw out the idea that there are often many versions of the same story. To support English language learners, you may need to discuss the features of tales and note these on the whiteboard or in the shared reading book. Note that tales from other cultures may have different features.
- Discuss what the students know about India, for example, from the Ready to Read book *Diwali* or from the students’ personal experiences.
- Discuss the illustrations on the cover and title page. *What are you noticing about the cat?* (For example, he’s licking his lips in both illustrations; the title is about cakes but the title page shows a bird; the bird looks worried.) The students may make a connection to the predatory cat in *Purr-fect!* (RTR, Yellow). Encourage the students to form hypotheses

about what may happen in this tale.

- Share the reading purpose and the learning goal. *Although this is a very silly story, I wonder if it has a message for us.*

Reading the text

Below are some behaviours you could expect to see as the students read and discuss this text. Each example is accompanied by instructional strategies to scaffold their learning. Select and adapt from the suggestions according to your students’ needs and experiences.

- These two behaviours are closely linked and will support each other.

The students make inferences about what the cat is like and make connections to their knowledge of traditional tales to form hypotheses about what will happen.

The students make an inference about the main idea (or message) in the text and why the author wrote it.

- Have the students read page 2. *Does this match with your earlier ideas about the cat?* Now that they know that the parrot was the cat’s friend yet still got eaten, prompt the students to revisit their hypotheses about what will happen. As well as predicting that there will be some further similar incidents, some students may also make connections to their knowledge of traditional tales to predict that there will eventually be some sort of negative consequence for the cat.
- Have the students read page 3 and summarise what has happened so far. It should be clear to the students by now that this is a fantasy text and that anything can happen. Encourage them to test and refine their hypotheses so far. If necessary, provide sentence starters for English language learners.
- Have the students test their hypotheses again at the end of page 5. *I wonder if the landcrabs can do anything that the previous characters couldn’t?*
- Note on page 6 that the illustration of the cat finally shows some effect of all he has eaten. The illustration on page 7 is another visual indication of the change in the text pattern at this point. Encourage the students to predict how the story might change here.
- Have the students read the rest of the text. *Is this what you thought would happen? Do you think there is a message for us in this text?*
- Discuss why the author chose to retell this story. Student responses could include “Because it’s funny and she thought children would like to read it” and/or “Because she thought it had a good message”.

- Revisit the learning goal and support the students to track how they met it. Ask the students to describe how they formed and tested a hypothesis or made an inference. *What clues did they put together?*

The students use word-solving strategies, including knowledge of syntax, to work out the meanings of unfamiliar words.

- The students should be able to use grapho-phonetic information to work out “gobble gobble slip slop”. Much of the other interest vocabulary (for example, “parrot”, “donkey”, “soldiers”, “elephants”, “nip”, “sew”) is well supported by the illustrations, so observe if the students are using them to cross-check. You may need to reassure them about the irregular vowel sound in “sew”. To support English language learners, you could use an enlarged copy to label the illustration.
- If necessary, prompt the students to use both grapho-phonetic information and their knowledge of syntax to clarify the words “until”, “eaten”, and “enough”. The “ough” is a difficult spelling pattern for English language learners.

The students read aloud fluently, using punctuation as a guide to phrasing and expression.

- Have the students work in pairs to reread the text aloud (together or to each other), enjoying the humour in the story and the rhythm of the language. Listen in as they read, noting their ability to use linking words and punctuation (especially the speech marks and commas) to support phrasing within the longer sentences, and their use of italics for expression.
- For students who find this difficult, rewrite one or two of the sentences on a chart or group reading book to demonstrate how commas help to clarify meaning and support phrasing. Also tell the students to look out for linking words (for example, “until”, “but”, “So”, “or”) so that they can “smoothly” read sentences that run across several lines of text. Read some sentences with the students to model fluent reading.

After reading

- The students can reread the text while they listen to the audio version on the Ready to Read CD *Readalong 2010*.
- Have the students share with a partner any words or phrases they found difficult and the strategies they used to work them out. Listen to the discussions. Do you need to follow up on any decoding strategies, particular words, or features of words?

- Explore the illustrations on pages 4 and 5. How can we tell, from these illustrations, that this story is from India?
- Discuss the effect of the cumulative sentences and how they build up anticipation and tension. Write a group book together, with the students providing the ideas and illustrating the text.

