



## Cheesecake Eats the World

Author: Celest Lotter Nirenstein

Illustrator: Celest Lotter Nirenstein

Publisher: Celest Nirenstein

The Otto Foundation Children's Book Award

Picture Book Shortlist

Get ready for a mouth-watering adventure with Cheesecake, a lovable and curious pigeon from a lively Cape Town neighbourhood! Tired of the same old pizza shop routine, Cheesecake takes off on a whimsical journey around the globe in search of the world's most delectable dishes. Along the way, his playful antics introduce readers to an array of international flavours and cultures.

With charm and humour, Cheesecake Eats the World serves up a delightful feast of discovery, showcasing the culinary specialties of various countries. Join Cheesecake as he uncovers new recipes and decides which global delicacy will be his favourite.

### Teaching notes

These notes have been written by the Otto Foundation to provide teachers and caregivers with ideas to develop reading comprehension and support literacy skills. They encourage deep reading of the text and illustrations, which may happen over a series of reading sessions, not just one sitting.

These notes have been written with Grade R, 1, 2 and 3 readers in mind, but teachers and caregivers will need to adapt them to the age and experience of their readers.

### Themes

- Adventure/Discovery
- Community
- Food

### Before reading the story

- Open up the discussion by allowing the children to share their initial responses to the front cover of the book. Encourage them to discuss what they see and their responses to it.
  - *What do you notice about the cover illustration?*
  - *What does the cover illustration make you think about?*
  - *How does the cover illustration make you feel?*
  - *What do you like most about the cover illustration?*
  - *Which foods do you recognise on the cover?*
  - *Which of these foods have you eaten? And did you like them?*
  - *Which foods do you have questions about?*

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- Explain that the title of the book is **Cheesecake Eats the World**. Ask the children to share their thoughts about the title.
  - What is Cheesecake? Bird, food or both?
  - What kind of bird is Cheesecake?
  - If you were to give a pigeon a name, what would it be?
  - What does it mean to **eat the world**?
  - What places do you think Cheesecake might visit in this story?
  - What do you think Cheesecake might do in this story?
  - Who do you think Cheesecake might meet in this story?
- Read the back cover blurb aloud. Explore how your children may change their ideas about the story now that they have more information.
  - How does this change what you thought might happen in the story?
  - What **snacks** do you think Cheesecake will eat on his journey?
  - What do you think Cheesecake's **ultimate treat** to eat might be?
  - What is your **ultimate treat** when having a snack?

## Reading aloud discussion points

- Read pages 1 – 2 with the children and explore the illustrations.
  - Do you think a pigeon is a **lovely bird**? Why or why not?
  - What other kind of birds can you name?
  - What do you notice about the picture of the rat?
  - Why do you think Cheesecake might be described as a **flying rat** or **food for a cat**?
  - What do you think the cat in the picture was thinking?
- On pages 3 – 6 we learnt more about Cheesecake and where he lives.
  - What kind of restaurant did Cheesecake live above?
  - What did Cheesecake like most above living above a pizza restaurant?
  - Where do you think pigeons usually live?
  - Do you think where Cheesecake lives is unusual? Why or why not?
  - If you lived above a restaurant, what kind of restaurant would you want it to be?
  - Cheesecake liked to eat **pizza** and **pesto pasta** (Italian sauce made with basil). What is **pesto**? What colour is **pesto**? (Green)
  - Look closely at the picture of the pizza. What types of toppings do you notice on the pizza?
  - What is your favourite type of pizza?
  - What country does pizza and pasta come from? (Italy)
  - What are **taste buds**?
  - What did it mean that Cheesecake's **taste buds are bored and curious**?
  - If your tastebuds were feeling **bored and curious** what snack would you want to eat?
  - What did cheesecake steal from Joe who lived next door?
  - Look at the picture of Joe chasing Cheesecake. How do you think Joe was feeling and what did Cheesecake do to make him feel this way?
  - On Cheesecake's street there is a pizza restaurant and a fish restaurant. What other type of restaurant would you add to this neighbourhood?

- On pages 7 – 8 Cheesecake started dreaming of food from other countries.
  - What different types of food can you name from the illustrations?
  - If you could eat one food from the illustrations on this page which one would it be and why?
  - What does it mean for food to be **foreign**?
  - What does the word **scrumptious** mean?
  - What is the most **scrumptious** type of food you can think of?
  - What food did Cheesecake dream about from **Mexico**?
  - Where do you think **Parisian cakes and treats** are from? (Paris)
  - What type of dog was standing next to Cheesecake as he dreams of Paris? (Poodle)
  - Cheesecake wanted to go on an adventure to see new things. Where in the world do you think he should go first?
  - Cheesecake thought that in other places pigeons **eat like kings**. What does it mean to **eat like kings**?
- Explore the illustration on pages 9 – 10 with your children by tracing your finger over Cheesecake's route and naming the countries he visited.
  - What is the name of the planet Cheesecake is exploring?
  - Ask your class to show you where the following places are on the illustration: **Cape Town, Japan, Brazil, India and Canada**
  - Where do you live on this map?
  - How do you think Cheesecake felt after flying to all those different places?
  - Which of the places Cheesecake visited would you most want to visit? Why?
- On pages 11 – 12 Cheesecake visited **Mumbai** and **Monaco**.
  - What country is **Mumbai** in? (India)
  - What kinds of foods would you expect Cheesecake to eat in India?
  - What caught your attention in the illustration of **Mumbai**?
  - What kind of weather do you think **Mumbai** has? What makes you think this?
  - Have you ever eaten a curry like Cheesecake? What makes curry special?
  - What language do people in **Monaco** speak? (French)
  - **Monaco** has a lot of beaches. If you have been to a beach, what did you enjoy most about it?
  - Cheesecake ate a lot in **Monaco**. How many empty plates can you count?
  - **Champagne** is a drink adults might share when they have a special celebration. What do you like to drink when you have a special celebration?
- Cheesecake explored more food and restaurants on pages 13 – 14
  - Cheesecake ate **tzatziki** (yogurt with cucumber) and **dolmades** (rice wrapped in vine leaves) in Greece. What is the most unusual type of food you can think of creating?
  - Cheesecake had a list of **Michelin Star Places** he would like to eat at. When a restaurant has a **Michelin Star** it means it makes delicious food. What is a delicious food you can think of which you would give a **Michelin Star** to?
  - Cheesecake visited **vibey beach bars**. What does it mean for something to be **vibey**? What **vibey** places do you like to visit?
  - Look carefully at the illustration on page 14. What is unusual about where the food is being served from?
  - Cheesecake visited a **food truck**. What is a **food truck**? Would you eat food from a **food truck**? Why or why not?

- On pages 15 – 18 Cheesecake started to miss home.
  - Look carefully at the illustration of Cheesecake on Page 15. How do you think he was feeling? Why do you think he was feeling this way?
  - Where have you seen the picture in Cheesecake's heart in the story before?
  - Cheesecake had a **funny feeling deep down in his tum**. Why do you think Cheesecake had a **funny feeling**? What does the word **tum** mean? Have you ever had a **funny feeling** in your **tum**? If you have, what made you feel this way?
  - Cheesecake had a **unfamiliar sensation**. What does it mean if something gives you a **unfamiliar sensation**. If you have ever experienced a **unfamiliar sensation**, what was it?
  - Do you think Cheesecake should keep going on his food adventure? Why or why not?
  - Why do you think Cheesecake started missing home?
  - **BURP!** What does it mean when someone makes a big **BURP!** after eating? How do you think Cheesecake felt after his big **BURP!**?
  - What had Cheesecake done to feel **stuffed, overfull and over-puffed**?
  - Cheesecake had eaten too much **fancy-shmancy cake**. What does it mean for something to be **fancy-shamncy**? What is the most **fancy-shmancy** thing you can think of?
- Cheesecake flew home on pages 19 – 22.
  - What is the name of the mountain in the illustration on page 22? Where do you think Cheesecake's home town is? How do you know this?
  - Cheesecake dreamed of **minestrone** (Italian vegetable soup) and **cannelloni** (Italian pasta dish) What other type of Italian food can you remember Cheesecake enjoying?
  - Cheesecake gets home **as full as a tick**. What does it mean to be **as full as a tick**? What other animal can you think of feeling like when you have eaten too much food?
  - When he got home, Cheesecake only wanted to eat a **sprinkle of parmesan**. What is **parmesan**? (Italian cheese)
  - Cheesecake feels **as happy as can be to be home**. Why do you think he is happy to be home?

## Topics for discussion after reading the story

- Ask your children:
  - What did you like most about this story?
  - Which food that Cheesecake tasted on his adventure would you most like to try?
  - What is something you have learnt from reading this story?
  - If you were writing this story, what would happen to Cheesecake next?
  - Who do you think should read this story next and why would you recommend it to them?

## Activity ideas for after reading the story

- There are some creative rhyming words in this story. Play with the rhyming words from each page with your children verbally, for example: pizza/pasta, stuffed/puffed, fancy/shamncy, minestrone/cannelloni and ask them to create their own rhyming words.
- Ask your children to describe these foods which might be new to them
  - Pesto pasta
  - Curry
  - Tzatziki
  - Dolmades
  - Minestrone
  - Cannelloni
  - Parmesan
- Use a world map to mark the places which Cheesecake enjoyed food from: Mumbai (India), Monaco (France), Greece, Cape Town (South Africa) and Italy. Ask your children to draw their favourite food for each of these countries, or any other countries they are familiar with, to decorate the map.

**Please see the following pages for Grade specific CAPS aligned skills covered in these teaching notes.**

## CAPS skills covered in teaching notes

### Listening and speaking

#### Grade R

- Listen to stories
- Listen and respond to simple questions
- Listen without interrupting
- Talk about pictures
- Participate in discussion and asks questions
- Ask questions
- Give explanations

### Reading

#### Grade R

- Use pictures to predict what a story is about
- Predict what will happen in a story through pictures
- Recognise and point out common objects in pictures
- Interpret pictures
- Make up own story by 'reading' pictures
- Pretend to read
- Make links to own experience when reading with teacher
- Discuss and describe characters in a story
- Describe characters in stories and give opinion
- Answer questions based on the story read

### Listening and speaking

#### Grade 1

- Listen to and express feelings about a story
- Listen without interrupting, taking turns to speak and asking questions of clarification

### Reading

#### Grade 1

- Develop book handling skills (holding the book and turning pages correctly)

- Respond to pictures
- Listen to stories with interest and enjoyment, drawing on a picture to show understanding
- Listens for the detail in stories
- Talk about personal experiences and feelings
- Answer closed and open-ended questions
- Participate in discussions

- Uses book cover to predict what a story is about
- Use pictures in the book for understanding
- Make up own story by 'reading' pictures
- Discuss a story identifying main idea and characters
- Ask questions related to a story told and read
- Recognise cause and effect in a story
- Give an opinion on what was read
- Answer open-ended questions based on text read
- Interpret information from pictures

## Listening and speaking

### Grade 2

- Listen to stories and answer higher-order questions
- Listen to a story with enjoyment and answer questions related to the story
- Listen to stories for a longer period with enjoyment
- Listen without interrupting showing respect for the speaker
- Use ever increasing vocabulary when answering questions
- Understand and use appropriate language in context
- Ask questions and comments on what was heard
- Talk about personal experience
- Express feelings about a story
- Answer closed and open-ended questions and justify answers
- Participate in discussions, asking and answering questions and suggesting ideas

## Reading

### Grade 2

- Read books as a class with teacher
- Use the cover of a book to predict what a story is about
- Use pictures in the book for understanding
- Identify key details in what was read, such as main characters and setting
- Express whether a story was liked and justify response
- Express personal response to a text read
- Give opinion on what was read
- Answer open ended questions based on text
- Answer higher order questions based on text read
- Recognise cause and effect in a story
- Describe main ideas in a text
- Identify key details in what was read
- Discuss different cultures represented in a story

## Listening and speaking

### Grade 3

- Listen for main ideas and detail in stories
- Listen to story for cause and effect
- Ask questions for clarification
- Express feelings and opinions about text and gives reasons
- Talk about personal experiences
- Answer open-ended questions and justify answer
- Answer higher order questions based on text
- Participate in discussion
- Engage in conversation as a social skill, accepting and respecting the way others speak
- Listen without interrupting

## Reading

### Grade 3

- Read books as a class with teacher
- Discuss main idea, characters, plot and 'problem' in a text
- Answer a range of higher order questions based on text
- Express whether a story was liked and justify answer
- Interpret information from pictures
- Use illustrations in text to increase understanding