

Cheesecake in Love

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Cheesecake is back for another adventure!

After soaring around the globe, Cheesecake finally found a reason to land – an enchanting dove named Pavlova.

Determined to win her heart, Cheesecake must outsmart a scheming seagull, a dashing parrot and a crafty rat, all vying for Pavlova's affection. Will he manage to capture Pavlova's heart?

- Celest Lotter Nirenstein

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

- Determination
- Love
- Adventure
- Romance
- Courage
- Creativity

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?*
  - *What type of animals do you recognise on the cover?*
  - *What do you think the sweet treat on the cover tastes like?*
  - *How does the cover illustration make you feel?*
  - *What do you like most about the cover illustration?*

- Explain that the title of the book is **Cheesecake in Love**. Ask the children to share their thoughts about the title.
  - *What is Cheesecake? A bird, food or both? What is a cheesecake?* (A sweet dessert made with cream cheese, sugar and eggs)
  - *What kind of bird is Cheesecake?*
  - *If you were to give a pigeon a name, what would it be?*
  - *What does it mean to be* **in love***?*
  - *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 the children may change their ideas about the story now that they have more information.
  - *Have you read about Cheesecake before? What was the adventure Cheesecake went on in the story you read?*
  - *Who will Cheesecake have to impress in this story?*
  - *What does it mean to* **win someone's heart***? How do you think* **Cheesecake will win Pavlova's heart***?*

Reading aloud discussion points

- On pages 1–2 we meet Cheesecake.
  - *What did* **the humans** *call Cheesecake?*
  - *Where have you seen pigeons before?*
  - *What type of adventures do you think Cheesecake has had in the past?*
  - *Look carefully at the illustration on page 1. Name the mountain in the illustration.* (Lion's Head) *Which beach do you think Cheesecake is sitting at?* (Sea Point Beach)
  - *What does it mean to* **fall in love***?*
  - *What kind of bird has Cheesecake fallen in love with?*
  - *What is the difference between a pigeon and a* **dove***?* (A pigeon is larger than a dove and has different colours)
  - *Look at the illustration on page 2. How do you know Cheesecake has* **fallen in love***?*

- On pages 3–4 we learn more about Pavlova.
  - *What is the name of the dove Cheesecake meets?*
  - *What is* **Pavlova***? Bird, food or both? What is a* **pavlova***?* (A meringue based dessert with cream and fruit on top)
  - *Describe* **Pavlova's feathers** *and* **heart***.*
  - *Where is Pavlova from?*
  - *What does it mean to have* **refined tastes***?* (To recognise and appreciate quality)
  - *Do you think* **Pavlova** *is a good choice of dove for Cheesecake to fall in love with? Why or why not?*
  - *Look at the illustration on page 4. What type of farm does* **Pavlova** *come from? How can you tell? What is the name of the white house on* **Pavlova's** *farm?* (A Cape Dutch house)

- On pages 5–6 Pavlova is new to the city and many animals want to meet her.
  - *Look at the illustrations on pages 5–6. What different animals can you name?*

- *What does it mean to be* **curious***? Why do you think the animals are all* **curious** *about Pavlova?*
- *What do the animals do in order to meet Pavlova?*
- *What is a* **suitor***?* (A character that gets to know someone with the intention of marrying them) *Which animal* **suitor** *would you pick if you were Pavlova? Why would you pick them?*
- *Look at the illustration of Cheesecake on page 6. How do you think he is feeling about all the interest in Pavlova? Why do you think he is feeling this way?*

- On pages 7–8 we meet Pavlova's three main suitors.
  - *Name the three types of animals who are waiting to meet Pavlova.*
  - *What type of animal is* **Steven***? What type of animal is* **Patrick***? What type of animal is* **Mike***?*
  - *Look at the illustration on page 7. Do you think* **Steven Seagull***,* **Patrick Parrot** *or* **Mike the Rat** *would be a good husband to Pavlova? Why or why not?*
  - *What is a* **doorman***? What is the name of the* **doorman** *organising the line of animals to meet Pavlova?*
  - *Describe the* **doorman Cat** *in the illustration on page 8.*

- On pages 9–10 we learn more about Steven Seagull.
  - *Look at the illustrations on pages 9–10. What kind of car is* **Steven Seagull** *driving? Where is* **Steven Seagull** *driving to? What is driving behind* **Steven Seagull***?*
  - *Steven is described as a* **beaut***. What word is* **beaut** *short for? What does it mean to be a* **beaut***?* (To be very attractive)
  - *What is* **loot***?* **Steven Seagull** *shows off his* **loot***. What* **loot** *do you think* **Steven Seagull** *has?*
  - *Do you think* **Steven Seagull** *is a good choice of husband for Pavlova? Why or why not?*

- On pages 11–12 we learn more about Patrick Parrot.
  - *Look at the illustrations on pages 11–12. Name the different types of birds at* **Patrick Parrot's** *table. What food can you name on the table?*
  - **Patrick Parrot** *is described as colourful and tall. What different coloured feathers does* **Patrick Parrot** *have?*
  - **Patrick Parrot** *has a* **BOOMING raspy voice***.* Ask the children to say 'Cheesecake in Love' in a **BOOMING raspy voice**.
  - **Patrick Parrot** *is a* **friend to all***. What does it mean to be a* **friend to all***?*
  - **Patrick Parot** *is* **definitely not Pavlova's first choice.** *What does it mean to be someone's* **first choice***? Why do you think* **Patrick Parrot** *is not Pavlova's* **first choice***?*

- On pages 13–14 we learn more about Mike the Rat.
  - *What kind of eyes does* **Mike the Rat** *have?*
  - *How is* **Mike the Rat's** *hair combed?*
  - *What does it mean if your clothes* **match***? What two types of clothing always* **matched** *for* **Mike the Rat***?*
  - *Mike the Rat is described as* **not a bad chap***. What does it mean if you are* **not a bad chap***?*
  - **Mike the Rat** *is always looking for a* **snack***. What is your favourite* **snack***?*

- *Describe the illustrations on pages 13–14. What* **snacks** *is* **Mike the Rat** *eating? What different types of food can you name? Which characters from the story do you recognise?*

- On pages 15–16 Steven Seagull, Patrick Parrot and Mike the Rat all try to impress Pavlova.
  - *What does it mean to* **impress** *someone? What would you do if you were trying to* **impress** *a friend?*
  - *What does Steven Seagull do to* **impress** *Pavlova?*
  - *What does Patrick Parrot do to* **impress** *Pavlova?*
  - *What does Mike the Rat do to* **impress** *Pavlova?*
  - *Look at the illustrations on pages 15–16. What types of birds has Steven Seagull asked to build a nest? What gift does Mike the Rat have for Pavlova?*
  - *What do you think Cheesecake should do to* **impress** *Pavlova?*

- On pages 17–20 Cheesecake has his chance to turn on the charm.
  - *What does it mean to* **turn on the charm***? What does Cheesecake try to do to* **turn on the charm** *for Pavlova?*
  - *Cheesecake's heart is* **beating like a drum***. Why do you think his heart is* **beating like a drum***?* Ask the children to stamp their feet to the beat of a drum.
  - *Look at the illustration of Cheesecake on page 18. What are the punctuation marks above his head called? How do you think he is feeling? Why do you think this?*
  - *Why do you think Pavlova is going to leave?*
  - *Cheesecake has a* **lightbulb moment***. What does it mean to have a* **lightbulb moment***? Have you ever had a* **lightbulb moment***? What was it?*
  - *What* **trick** *do you think Cheesecake has* **up his sleeve***?*
  - *What is a* **DeeJay***? What does it mean to be* **on the decks***?*
  - *What song do you think* **DeeJay Squirrel** *is playing?*
  - *Ask the children to stand up and* **shimmy, shake, boogie, woogie, flitter, flutter, whirl and twirl***. How would you dance if you needed to impress Pavlova?*
  - *Do you think Cheesecake's dance moves will impress Pavlova? Why or why not?*

- On pages 21–22 Pavlova falls in love with Cheesecake.
  - *What does it mean for someone to be* **the one***? How did Pavlova know that Cheesecake was* **the one***?*
  - *Look at the illustration on page 21. What is Pavlova doing to Cheesecake that shows he is* ***the one****?*
  - *What do Pavlova and Cheesecake enjoy doing together? What do you enjoy doing with the people you care about?*

- On pages 23–28 Cheesecake and Pavlova get married.
  - *Cheesecake looks* **dapper** *for the wedding. What does* **dapper** *mean?* (Neat and smart)
  - *What kind of chocolate wrapper does Cheesecake use for his bow tie?*
  - *Look at the illustration on page 24. Describe how Pavlova looks for her wedding.*
  - *What is a* **veil***? What is Pavlova's* **veil** *made of? How long is Pavlova and Cheesecake's wedding?*
  - *Who do you think gives a speech at their wedding? Why do you think this?*
  - *What flavour wedding cake do you think Pavlova and Cheesecake have? What is your favourite cake flavour?*

- *Pavlova and Cheesecake dance to their favourite song. If you could choose a song for Pavlova and Cheesecake to dance to at their wedding, which song would you choose?*
- *Have you ever been to a wedding? What was it like?*
- *What does it mean to* **cheer with delight**. Ask the children to imagine they are at Pavlova and Cheesecake's wedding and to **cheer with delight**.
- *Where do you think Pavlova and Cheesecake fly to after the wedding?*

- On pages 29–30 Pavlova and Cheesecake settle into their home.
  - *What does* **newlywed** *mean?*
  - *Look at the illustration on pages 29–30. Describe Pavlova and Cheesecake's home.*
  - *What type of restaurant do Pavlova and Cheesecake live above? Why do you think it is the* **perfect space** *for them?*
  - *Do you think Pavlova and Cheesecake will live happily ever after? Why or why not?*

Topics for discussion after reading the story

- Ask the children:
  - *What did you like most about this story?*
  - *What is something you have learnt from reading this story?*
  - *If you were writing this story, what would happen to Cheesecake and Pavlova 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 many illustrations of delicious desserts in this story. Ask your children to draw their favourite dessert (or imagine a new desert they would like to eat) and create a collage of all the different desserts they draw.

- Cheesecake and Pavlova are very creative in upcycling a bow tie from a chocolate wrapper and a veil from a paper napkin. Encourage the children to create something new from an everyday object. For example: a cardboard box into a car, a milk jug into a shaker, a toilet roll into a puppet.

- Discuss with the children how they celebrate weddings in their own families and cultures. Is they would like to get married one day, what would they like their wedding to be like?

- Visit your local library to borrow *Cheesecake Eats the World* by Celest L Nirenstein to read about Cheesecake's previous adventures.

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
- 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

Reading

Grade 1

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

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

- Answer closed and open-ended questions and justify answers
- Participate in discussions, asking and answering questions and suggesting ideas
- 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