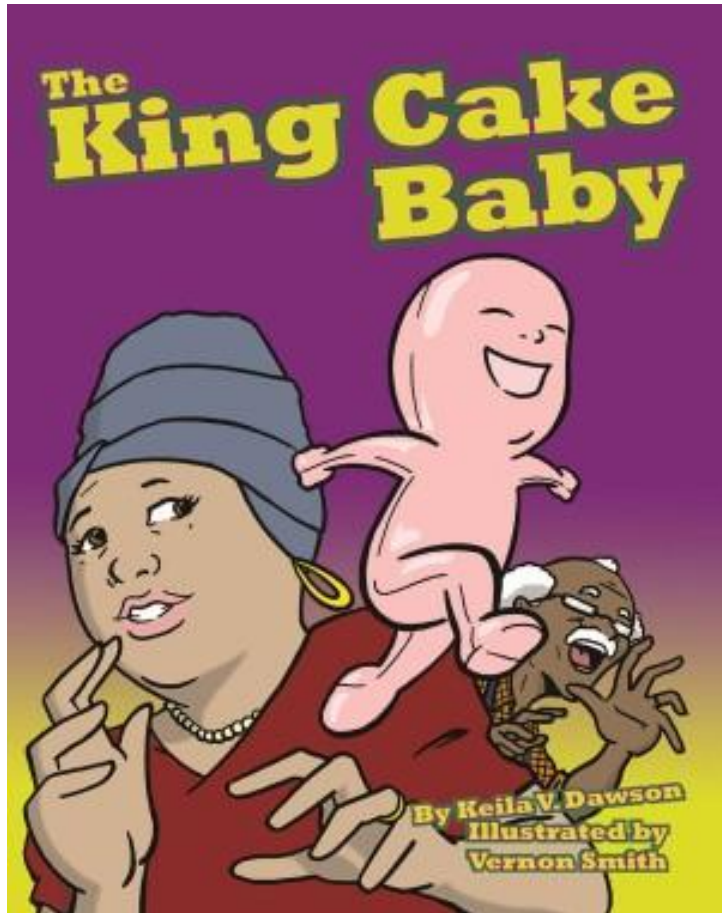




## A Study Guide to

Written by  
**Keila V. Dawson**  
[www.keiladawson.com](http://www.keiladawson.com)



***“No mon ami,  
You can’t catch me!  
I’m the King Cake Baby!”***

**THE KING CAKE BABY** Text © 2015 by Keila V. Dawson Illustrations  
© by Vernon Smith; Pelican Publishing Company, Inc.



# The King Cake Baby

## Author's Note

Hiding a plastic baby inside of a king cake is one of many colorful and fun customs practiced during Louisiana's Mardi Gras season. And with every slice of king cake served, people want to know, "Who got the baby?"

*The King Cake Baby* is a New Orleans adaptation of *The Gingerbread Man*. In this retelling, the plastic baby runs away from an old woman before he is hidden inside a king cake. The Baby meets other characters in his French Quarter neighborhood and runs away from them too, until he's caught by a clever baker. Because everyone knows, a king cake baby belongs inside a king cake! Make your own king cake from the recipe in the back of the book. Don't forget the baby.

Bon appétit!

Study Guide by Keila V. Dawson

[www.keiladawson.com](http://www.keiladawson.com)

Content copyright © 2015 by Keila V. Dawson . Free of charge for educational use only; may not to be published or sold without express written permission.





## **Common Core English Language Arts Standards for Gr. 1**

### **CCSS.ELA-Literacy. RL.1.2**

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

### **CCSS.ELA-Literacy. RL.1.3**

Describe characters, settings, and major events in a story, using key details.

### **CCSS.ELA-Literacy. RL.1.4**

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

### **CCSS.ELA-Literacy. RL.1.7**

Use illustrations and details in a story to describe its characters, setting, or events.

### **CCSS.ELA-Literacy. RL.1.9**

Compare and contrast the adventures and experiences of characters in stories.



## **Common Core English Language Arts Standards for Gr. 2**

**CCSS.ELA-Literacy. RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-Literacy. RL.2.2**

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**CCSS.ELA-Literacy. RL.2.4**

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**CCSS.ELA-Literacy. RL.2.6**

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**CCSS.ELA-Literacy. RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**CCSS.ELA-Literacy. RL.2.9**

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.



## **Common Core English Language Arts Standards for Gr. 3**

CCSS.ELA-Literacy. RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-Literacy. RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-Literacy. RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy. RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CCSS.ELA-Literacy. RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

## GLOSSARY

**New Orleans:** (noo OR-lunz, noo OR-lee-unz, noo AW-linz) a city in the state of Louisiana, former French and Spanish colony.

**king cake baby:** a small plastic replica of a baby hidden inside a king cake. People want to “get” the baby or find it in their piece of king cake.

**king cake:** an oval cake decorated in Mardi Gras colors of purple (justice), green (faith), and gold (power).

**Kings’ Day:** celebrated every January 6th, the first day of the carnival season in Louisiana.

**Creole** (KREE-ohl) spelled Créole in French. *Louisiana Creole* is a culture and a language created by people in the colony when multiple old world cultures lived together in the new Louisiana territory during the French, then Spanish colonial periods and continued after the American purchase. Today, the culture is practiced and visible all over south Louisiana through statewide celebrations, use of Louisiana French, Louisiana Creole & Louisiana Spanish languages, architecture, food, music, traditions, festivals, and general *joie de vivre*.

**ma chérie-** (mah- SHAY-ree) French word, feminine, used in the English root for the word “cherish”. Means my dear or my darling.

**French Quarter:** the oldest neighborhood in New Orleans since the founding of the city in 1718. Locals refer to the area as the “Quarter”. The original name is Vieux Carré (VOO cuh-RAY or Vyoo cuh-RAY ) which is French for “old square”.

**Mardi Gras:** (MAH-dee-grow or MAW-dee-grow) French for Fat Tuesday, the last day of the Carnival season. The length of the Carnival season varies, but always ends the Tuesday before Ash Wednesday, the first day of Lent on the Liturgical calendar of the Catholic Church.

**French Quarter cottage:** a small, single story creole style home.



## GLOSSARY (cont.)

**mon ami:** (mohn a-MEE) French, masculine, means “my friend” in English.

**praline:** (PRAH-leen), a creole candy made with sugar, butter, cream and pecans. A pralinière (prah-leen-YAIR) in French is a woman who sells pralines on the street. Not pronounced “pray-LEEN” in Louisiana.

**How you doing dawlin':** (DAW-lyn) a local greeting; example of “southern drawl” where vowels sounds are prolonged. Omission of the “r” and final “g” sounds is also common.

**Jackson Square:** originally named Place d’ Armes (plahs-DARM) during the French colonial period. The area, renamed Jackson Square after the Battle of New Orleans, showcases an equestrian statue of US President Andrew Jackson.

**Come with me by my house:** New Orleans local lingo. Means to stop in, not to literally pass by.

**Café du Monde:** (kah-FAY DOO-mawnd) famous café located in the French Quarter neighborhood known for making the beignet (BEN-yay), a deep-fried French doughnut or fritter.

**Where y’at:** (yuh-AT) New Orleans local lingo, a traditional greeting and contraction for “you at”. Y’at is pronounced with 2 syllables.

**C’est la vie:** (SAY- la-vee) French expression often used in New Orleans, means “such is life” in English.

**Creole Queen Riverboat:** an authentic paddlewheel riverboat in New Orleans known for Mississippi River cruises, built to mimic the days of Mark Twain.

**Yeah, you right:** a statement of agreement. Sometimes spoken as one word – YEAH-you-right.

**Bon appétit:** (BAW na-PAY-tee) French saying, “good appetite”, means enjoy your meal in English.

## The Gingerbread Man Story Map

The diagram is a story map for 'The Gingerbread Man'. It consists of five rectangular boxes with rounded corners, connected by lines. The boxes are arranged in a hierarchical structure. At the top is a box labeled 'What Happened'. Below it, a vertical line connects to a box labeled 'Who It Happened To'. From the left side of the 'Who It Happened To' box, a curved line connects to a box labeled 'Where It Happened'. From the right side of the 'Who It Happened To' box, a curved line connects to a box labeled 'When It Happened'. From the left side of the 'Who It Happened To' box, another curved line connects to a box labeled 'How It Happened'. From the right side of the 'Who It Happened To' box, another curved line connects to a box labeled 'Why It Happened'.

**What Happened**

**Where It Happened**

**When It Happened**

**Who It Happened To**

**How It Happened**

**Why It Happened**



## The King Cake Baby Story Map

**What Happened**

**Where It Happened**

**When It Happened**

**Who It Happened To**

**How It Happened**

**Why It Happened**



# Reader Response



What celebrations  
are king cakes  
made for?

What dialogue  
shows this story is  
about Louisiana  
French Creole  
culture?

What would you do  
if you ran into the  
King Cake Baby?  
How would get him  
to come with you?



## Reader Response



Who do you think had the best chance of catching the King Cake Baby and why?

Did the King Cake Baby make the right choice to get into the baker's truck? Why or why not?

What do you think the King Cake Baby would do if he didn't get caught?



### Louisiana Creole Characters Analysis

Using the illustrations, draw a line between the character and inferences.

Praline lady

Celebrates Kings' Day

Waiter

Makes and sells king cakes

King Cake Baby

Enjoys Mardi Gras music and dancing

Old woman

Serves beignets

Baker

Makes and sells candy made of sugar, cream, and pecans

Old man

Doesn't want to be hidden inside of a king cake





## Louisiana Creole Character Analysis

1. Select one of the six characters in the book.
2. Recall one of their actions, something the character did.
3. Think, 'Why did the character do that?'
4. Return to the book to find the page, text and/or illustration that tells about or shows the action. Fill in the table below.

Characters: old woman, old man, King Cake Baby, praline lady, waiter, baker

Character	Character Action: What did they do?	Page	Character Motivation: Why did they do that?	Write the exact text, dialogue, or describe the illustration that shows your reasoning.

Predict what happened in ***The King Cake Baby*** based on what you know about the story of ***The Gingerbread Man***.

I knew in ***The King Cake Baby***...

Because in ***The Gingerbread Man***...

When the woman went to get the King Cake Baby, he would run away.

The King Cake Baby would be chased.



Predict what happened in ***The King Cake Baby*** based on what you know about the story of ***The Gingerbread Man***?

I knew in ***The King Cake Baby***...

Because in ***The Gingerbread Man***...

The King Cake Baby  
would tease the  
characters chasing  
him.

The King Cake  
Baby would get  
caught.

# **The Baby and the Baker**

How did King Cake Baby get caught?

**First**

**Next**

**Then**

**Lastly**

## Compare and Contrast

Read each detail, then using the Venn Diagram on the next page, compare and contrast *THE KING CAKE BABY* to a traditional Gingerbread Man story.

An old woman and man are characters in the story

This story is a fairytale

The main character is being chased

A river is a part of the story

An old woman makes a king cake

The main character runs through the French Quarter

The character who offers to help, catches the main character

A praline lady and Café Du Monde waiter chase the main character

A baker catches the main character

A cow, horse, pig, or dog chases the main character

A gingerbread man is made

A fox eats the gingerbread man

The main character jumps out of the oven

The main character is not food.

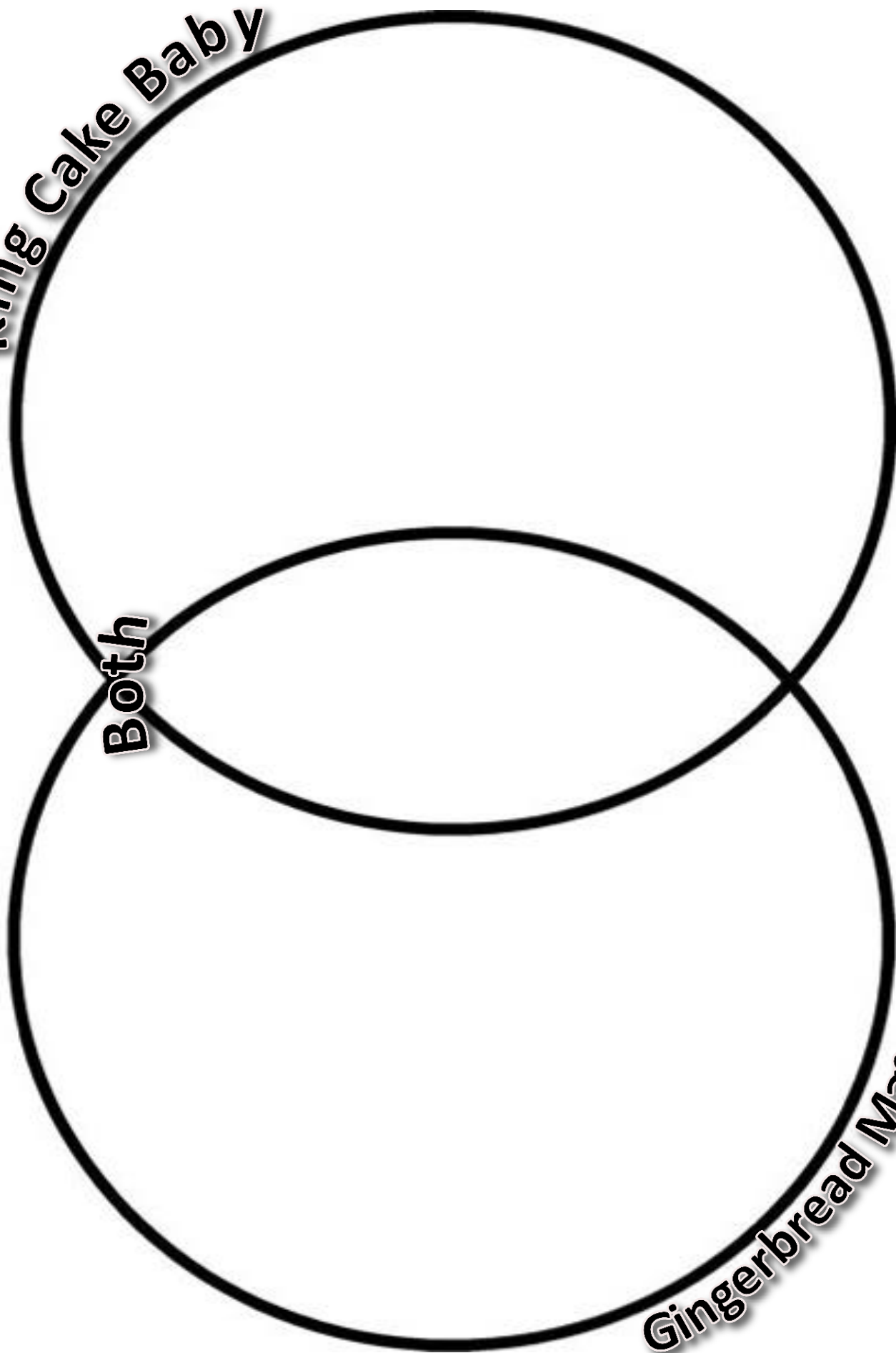
The story takes place on a farm or in the woods

The main character is caught

**King Cake Baby**

**Both**

**Gingerbread Man**





Secret Code: *The King Cake Baby*

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M

14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Use the code above to decode the message below.

14	15		13	15	14		1	13	9

25	15	21		3	1	14	20		3	1	20	3	8		13	5

9	13		20	8	5		11	9	14	7		3	1	11	5		2	1	2	25

Re-write the message using the correct punctuation.

\_\_\_\_\_

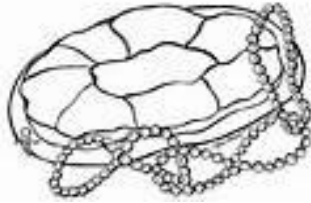
\_\_\_\_\_

\_\_\_\_\_





**Fill-in-the-blank** using words found in the story.



1. k \_\_ ng ca \_\_ e
2. m \_\_ lk
3. bu \_\_ t \_\_ r
4. cin \_\_ a \_\_ on
5. d \_\_ \_\_ gh
6. J \_\_ nuar \_\_
7. s \_\_ g \_\_ r
8. cr \_\_ \_\_ m
9. sp \_\_ ink \_\_ \_\_ s
10. \_\_ v \_\_ n







## UNSCRAMBLE using the illustrations only.

Key: streetcar, pelican, doughnuts, bridge, Superdome, riverboat, Mississippi

Bonus: cathedral

artceestr \_\_\_\_\_

dgeibr \_\_\_\_\_

medoerSup \_\_\_\_\_

canipel \_\_\_\_\_

noughduts \_\_\_\_\_

tivreroab \_\_\_\_\_

isisppMisis \_\_\_\_\_

### **Bonus word:**

cralthecda \_\_\_\_\_

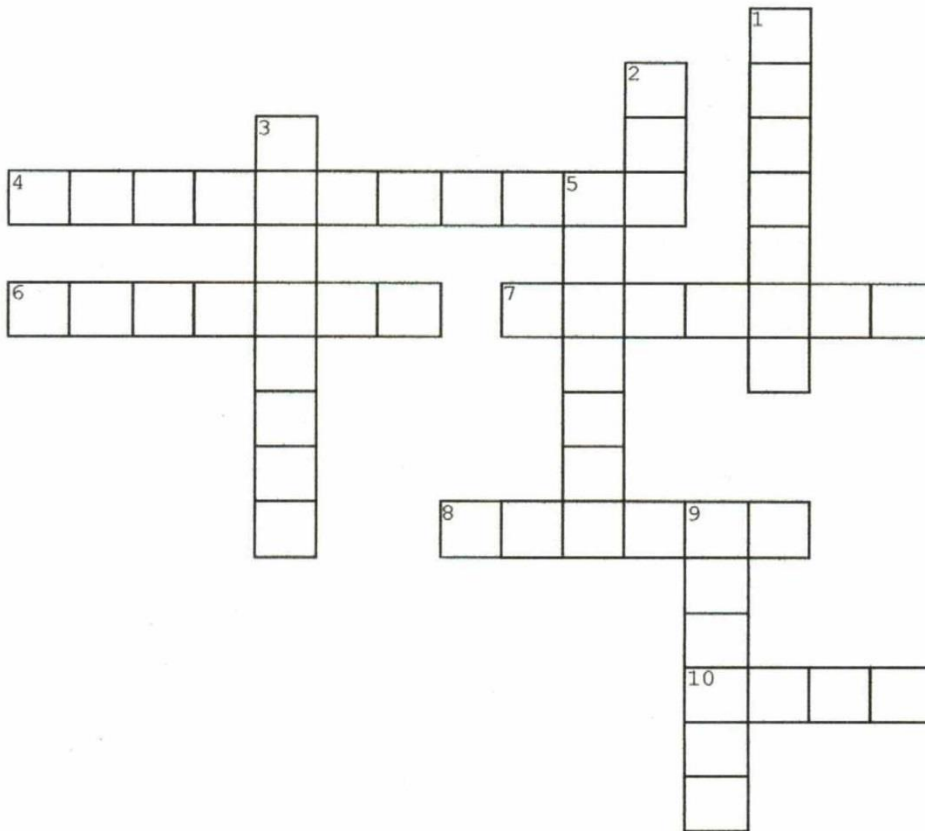




## The King Cake Baby Crossword

Name \_\_\_\_\_

Date \_\_\_\_\_



### Across

- 4. The name of a river in New Orleans.
- 6. The official Louisiana state doughnut.
- 7. The month when Mardi Gras season begins.
- 8. A language spoken in France and Louisiana.
- 10. The shape of a king cake.

French   beignet   Creole  
oval   custom   ami

### Down

- 1. In English, Mardi Gras means "Fat \_\_\_\_."
- 2. The French word for friend.
- 3. A spice used in baking.
- 5. A French Creole candy.
- 9. A culture practiced in Louisiana.

Mississippi   January  
cinnamon   praline





NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## The King Cake Baby Word Search

L F R X U F K I L J Y G U E O  
G W B E I G N E T S B Y Q Z V  
T K F L E G Y X M I N S A R S  
R V S G V C W A I T E R X W B  
K O K T E Y W C S K Z F G I G  
X Q V Z B M C I S I Q M J C T  
T O Y A N W B N I T S B D R X  
K N B D L X H N S C C M E I B  
J O A O K C E A S H D G C V U  
N D K Q N N G M I E J E R E T  
Q V E E I M P O P N W W E R T  
Q W R L F D M N P R E E O U E  
T F A R F W K K I N G G L X R  
I R D H V D O U G H U P E B E  
P X B E Y P L V Z X N F J Z S

KING  
BABY  
BUTTER  
OVAL  
KITCHEN  
FRENCH  
BAKER  
PRALINE  
BEIGNET  
CINNAMON  
WAITER  
RIVER  
CREOLE  
MISSISSIPPI  
DOUGH





## ***The King Cake Baby Writing Activities***

### **~Create a Missing or Found poster**

What would you include? A description, a reward, last seen, what to do if sighted or caught?

### **~Write a letter**

1. Write a letter to the King Cake Baby.

Would you help him run away? Why or why not?

Explain your reasoning in a letter to him.

2. Write a letter to the baker.

Do you think he did the right thing? Why or why not?

Explain your reasoning in a letter to him.

### **~Write Your Own Story**

Ask each child to think of a different place in the world or country they have studied or visited.

What food or character from there would run away?

What people or animals would your character meet?

Where would your character run?

What would happen to your character in the end?

Where would he/she/it run?

Create a new ending for *The King Cake Baby*



# MISSING!



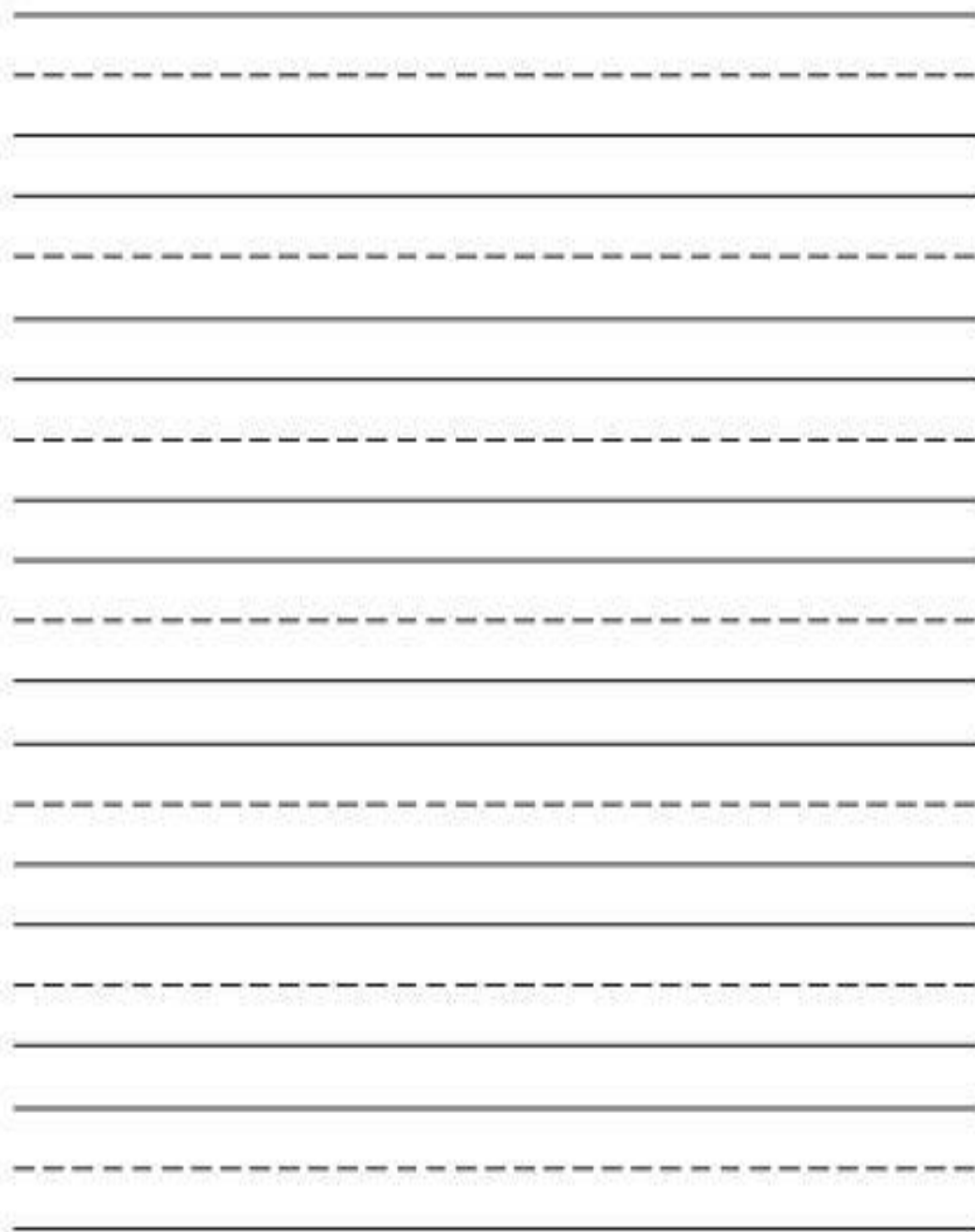
Description:

Last seen:

He is probably:

I want him back because:

# MISSING!



A series of horizontal lines for handwriting practice, consisting of solid top and bottom lines with a dashed middle line, repeated ten times.



# MISSING!

Description:

Last seen:

He is probably:

I want him back because:

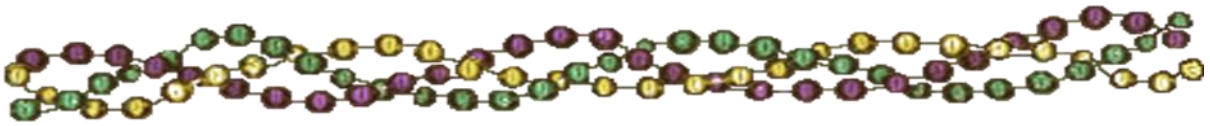
# Found

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for practice.

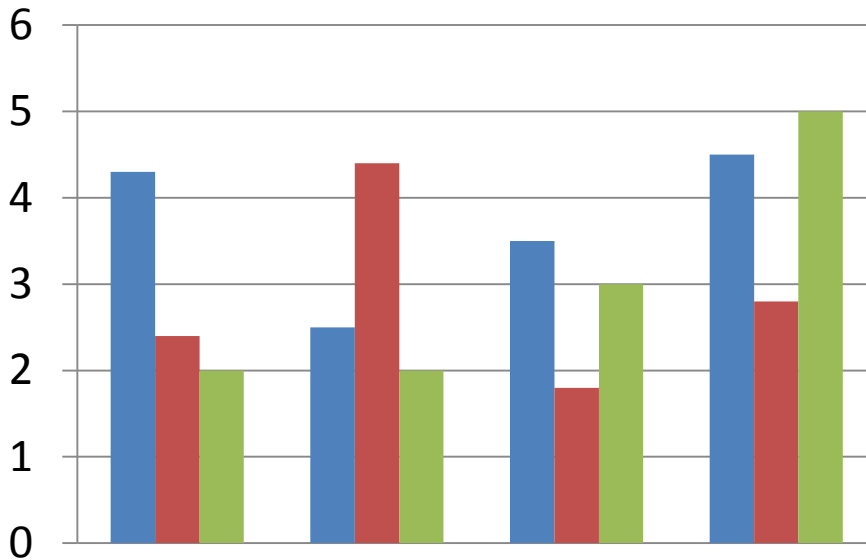
www.missmrsandms.com

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. The section contains five sets of these three-line guides.

A large rectangular box with rounded corners, outlined with a thick black border, intended for drawing or free writing.

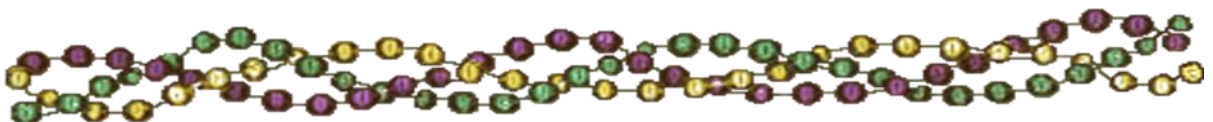


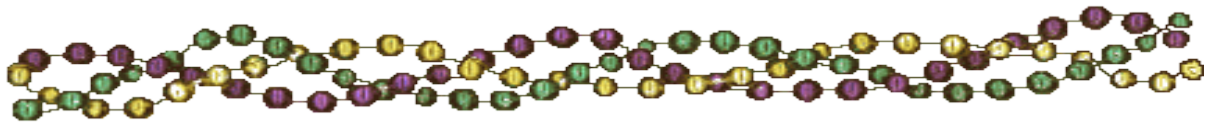
## King Cake Baby Graph



Create a graph like the one above by answering questions below.

1. How many of you have tasted king cake? \_\_\_\_\_
2. How many of you have baked a king cake? \_\_\_\_\_
3. How many of you have found the baby in a king cake? \_\_\_\_\_
4. How many of you like fruit filling in your king cake? \_\_\_\_\_
5. How many of you prefer plain cinnamon king cake? \_\_\_\_\_





## The King Cake Baby Scavenger Hunt

This activity will help children learn and or remind them where different places in school are located such as the school office, bathrooms, cafeteria, nurse's office, library, etc.

This activity can also be used to teach map skills.

ACTIVITY: Children go on a hunt to find the baby using clues left around the school. Using the King Cake Baby coloring sheet activity. hide somewhere in the school.

Create your first clue, read the story, "*The King Cake Baby*" by Keila V. Dawson, then share this letter the King Cake Baby wrote to the class.

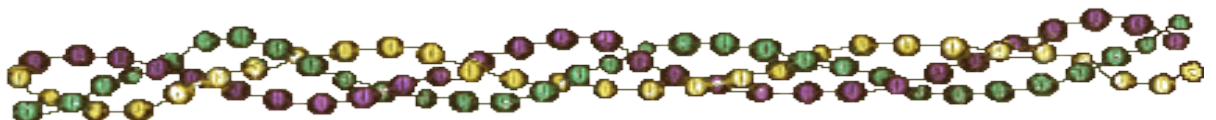
The letter says,

*Dear Mes Amis,*

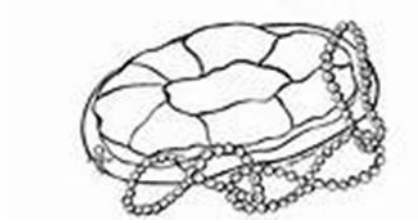
*I ran away! But now I'm lost. Will you please help find me?*

*Merci beaucoup!*

*The King Cake Baby*



## Bake a King Cake Math



### Activity #1

In ***The King Cake Baby*** there is an easy king cake recipe you can make with a traditional cinnamon sugar filling. Using the recipe, measure the ingredients according to the recipe.

### Activity #2

#### Solve this problem:

If one loaf of frozen dough serves 6 people, how many loaves are need to make a king cake large enough to feed your classmates and teachers?

\*\*\*

#### An alternative recipe

Rhodes Bake N Serve Lemon Cream King Cake recipe can be found on their website. <http://www.rhodesbread.com/recipes/view/2048>

Bon appétite!





## King or Queen Crown

### Materials:

Large purple, green, gold construction paper or card stock

Decorations such as sequins, beads, glitter, mini pom-poms, plastic jewels, tinfoil, ribbons

Glue

Scissors

### Instructions:

1. Cut construction paper into a width of 3-4 inches and a length of 19-22 inches for the band. Some children may need assistance with cutting.
2. Cut triangular points along the top. Decorate with different materials available.
3. Wrap the strip of paper around the child's head to determine the size and glue ends together.
4. See color activity page for design options.



## **Jester Hat**

### **You will need:**

Gold construction paper and scraps

Purple and green paper and scraps

Glue

Sticky tape

Stapler (optional)

### **Instructions:**

Cut a 3 inch/5 mm band using gold paper to make a headband. Cut green and purple paper into a long triangular shapes.

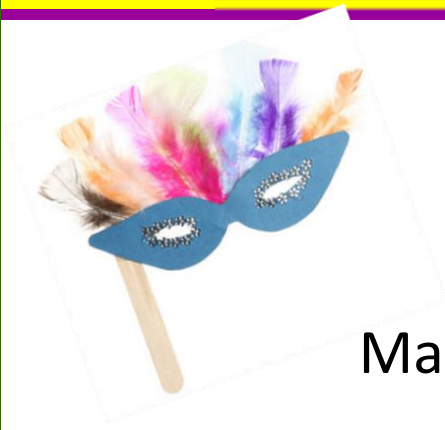
Lay your gold headband face down. Arrange the green and purple paper so they stick over the top of the headband.

Tape into place along the back of the headband.

Turn your headband over. Roll up each arch and then allow to open again, so that they curve down.

Cut 6 circles from the scraps of gold card and glue these to the ends.

Bend your crown around so it fits your head and staple or tape to secure.



## Make a Mardi Gras Mask

### Materials:

Purple, green, gold construction paper or card stock

One craft stick or unsharpened pencil for the handle

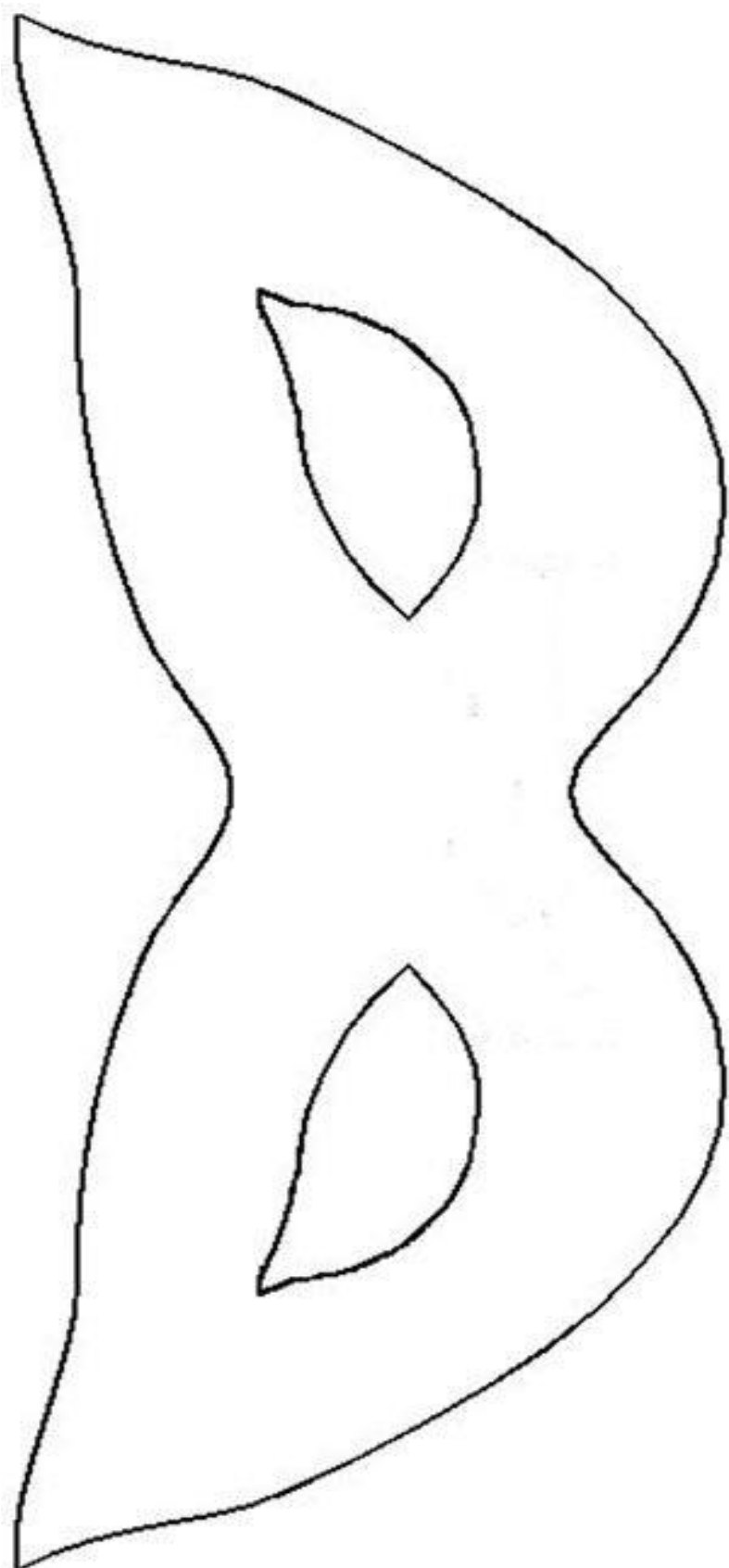
Sequins, glitter, feathers, plastic jewels, beads, etc.

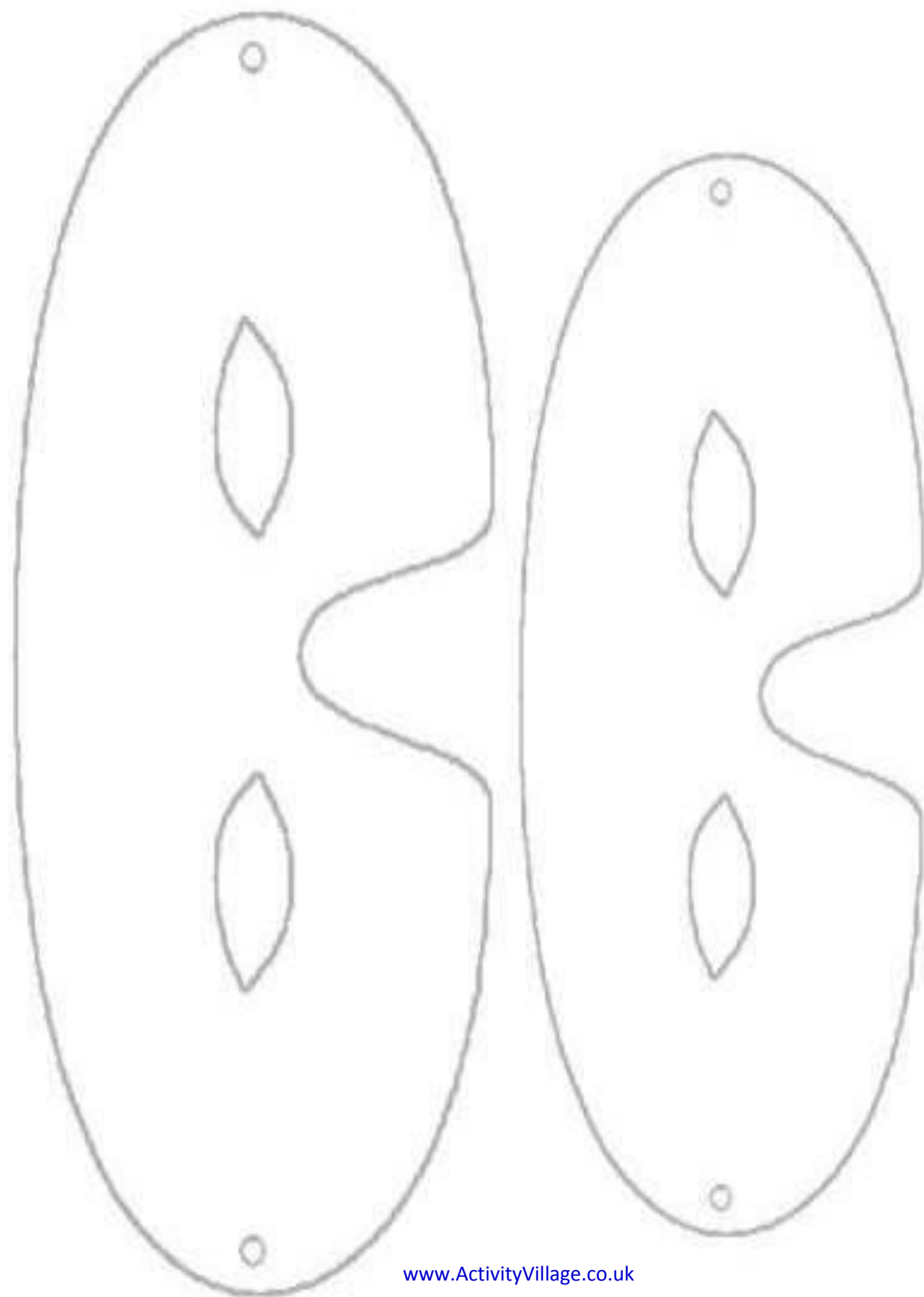
Glue, tape

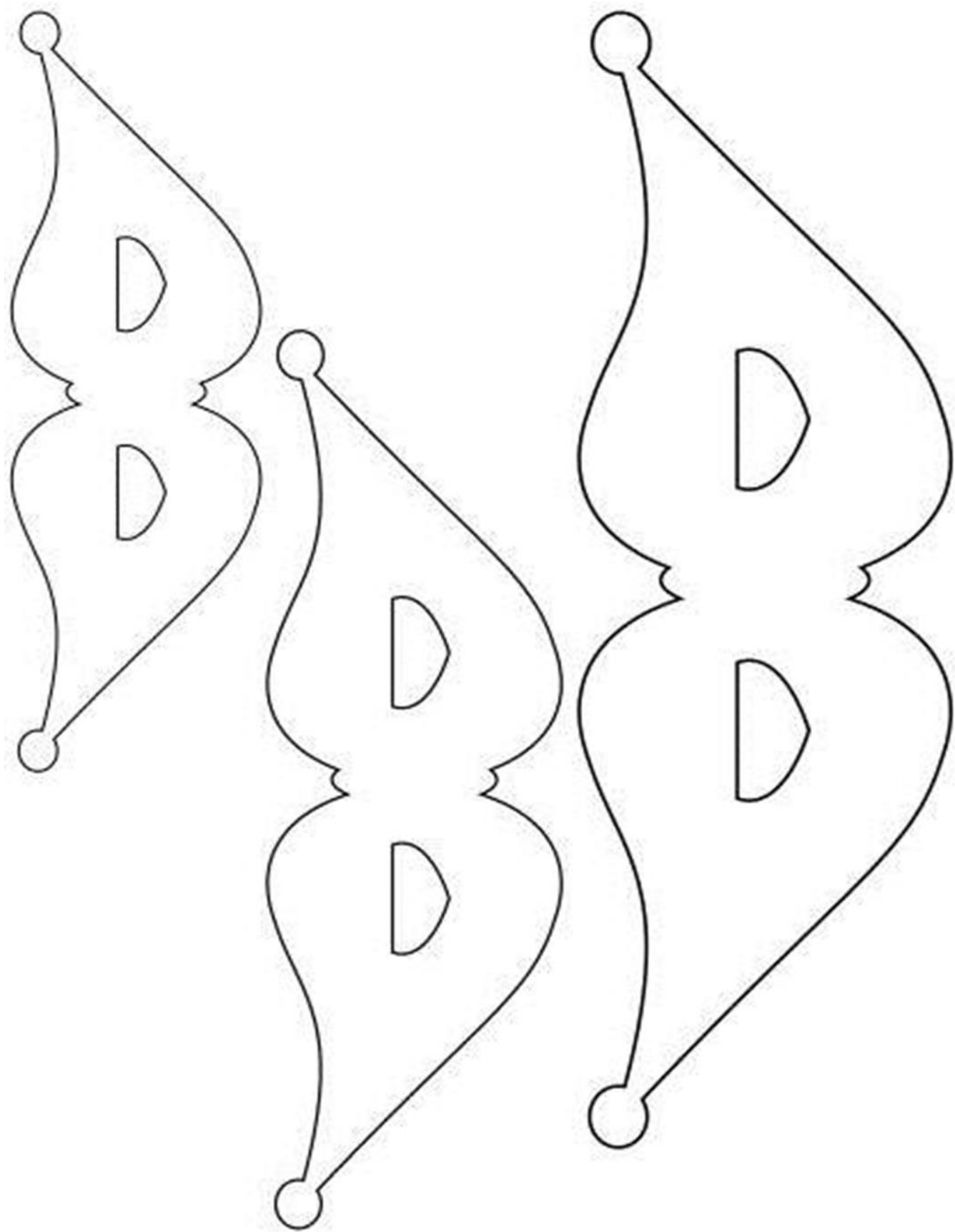
Scissors

### Instructions:

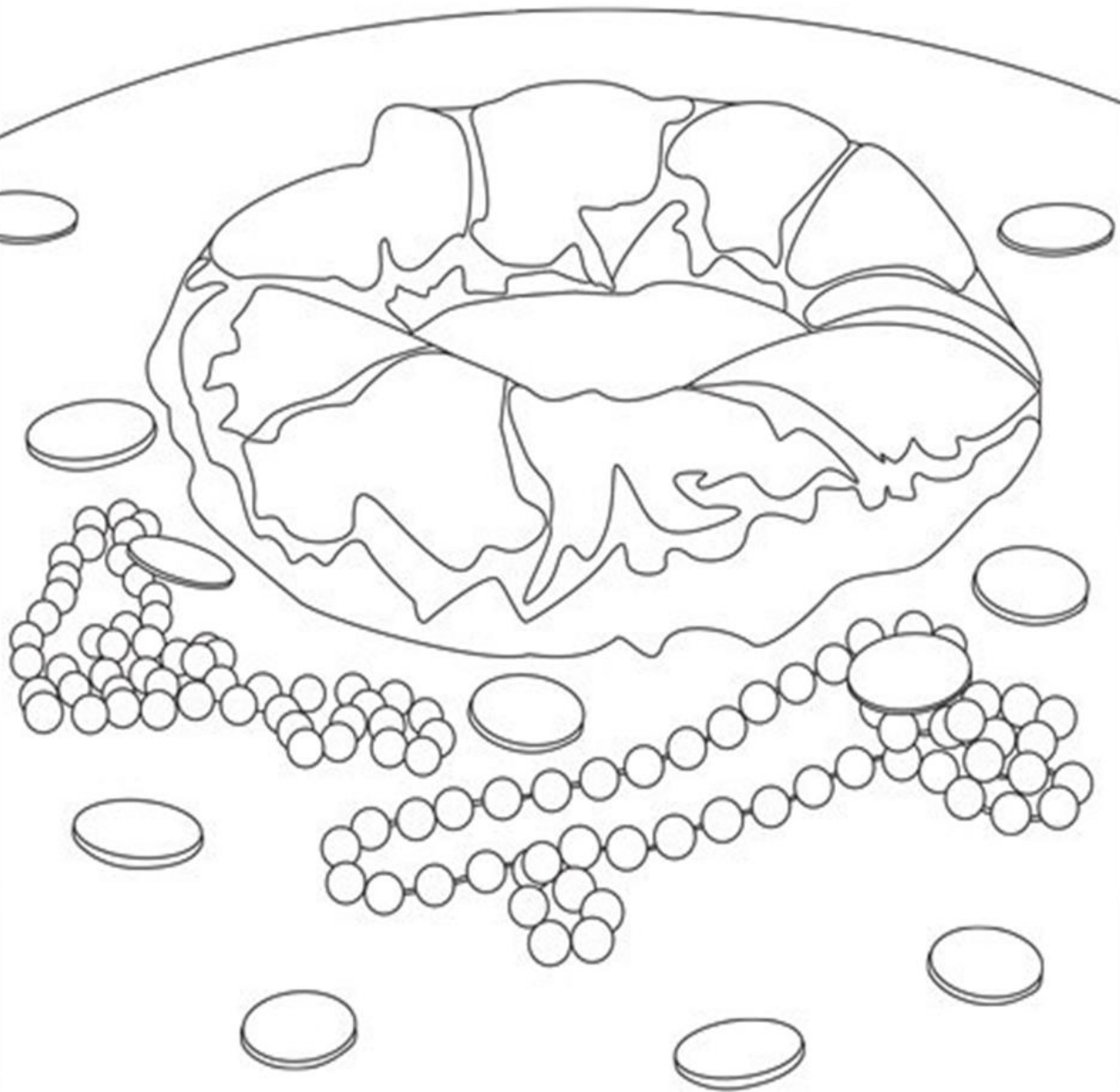
1. Make a mask using one of the templates provided in this study guide.
2. Cut out the mask. Poke a hole through the center of the eyes and cut out the eye-holes. (some children may need adult assistance)
3. Decorate with different materials available.
3. Tape craft stick or pencil to mask to use as a handle or use thin elastic to make band.
4. Masquerade or have a parade!



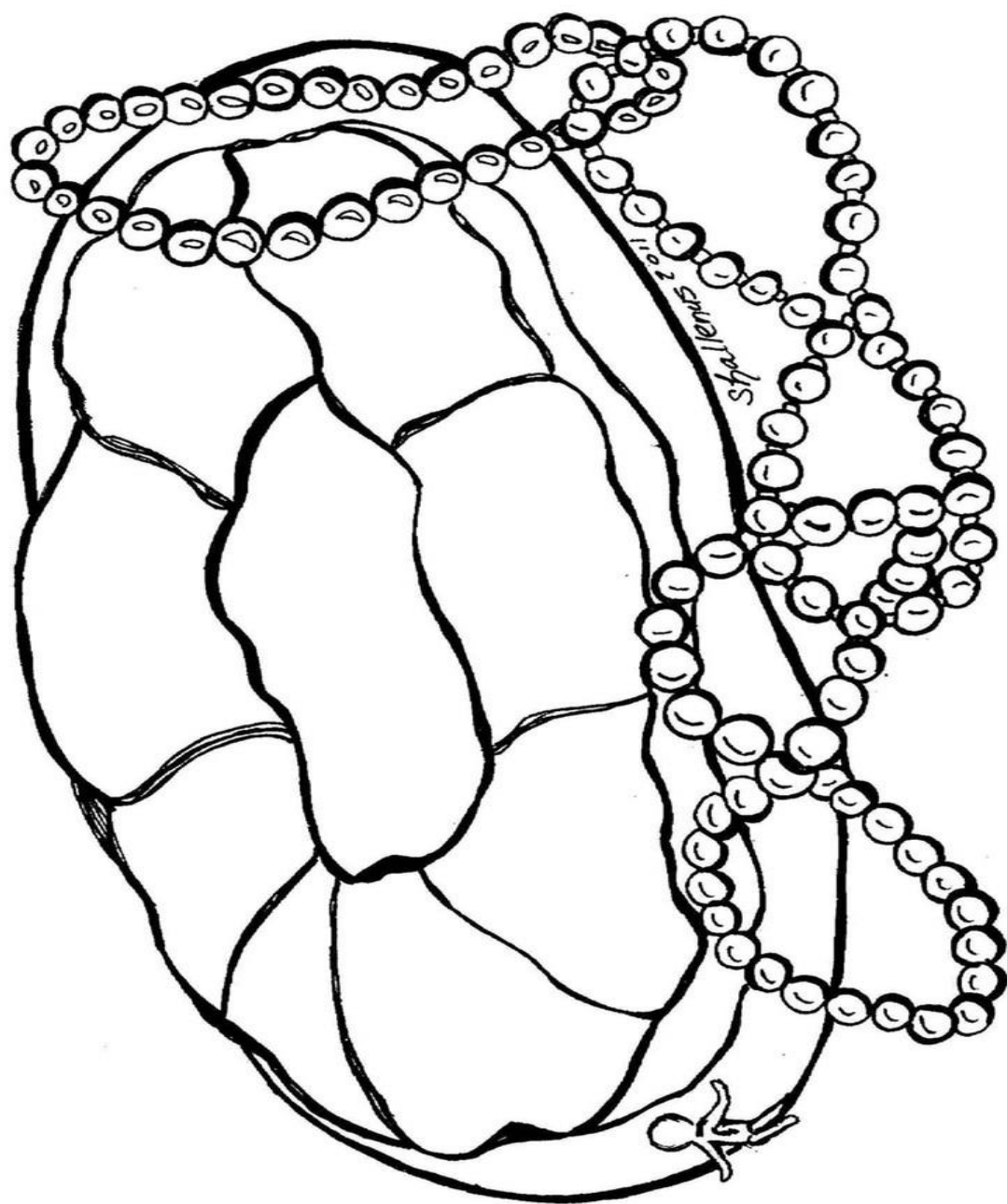




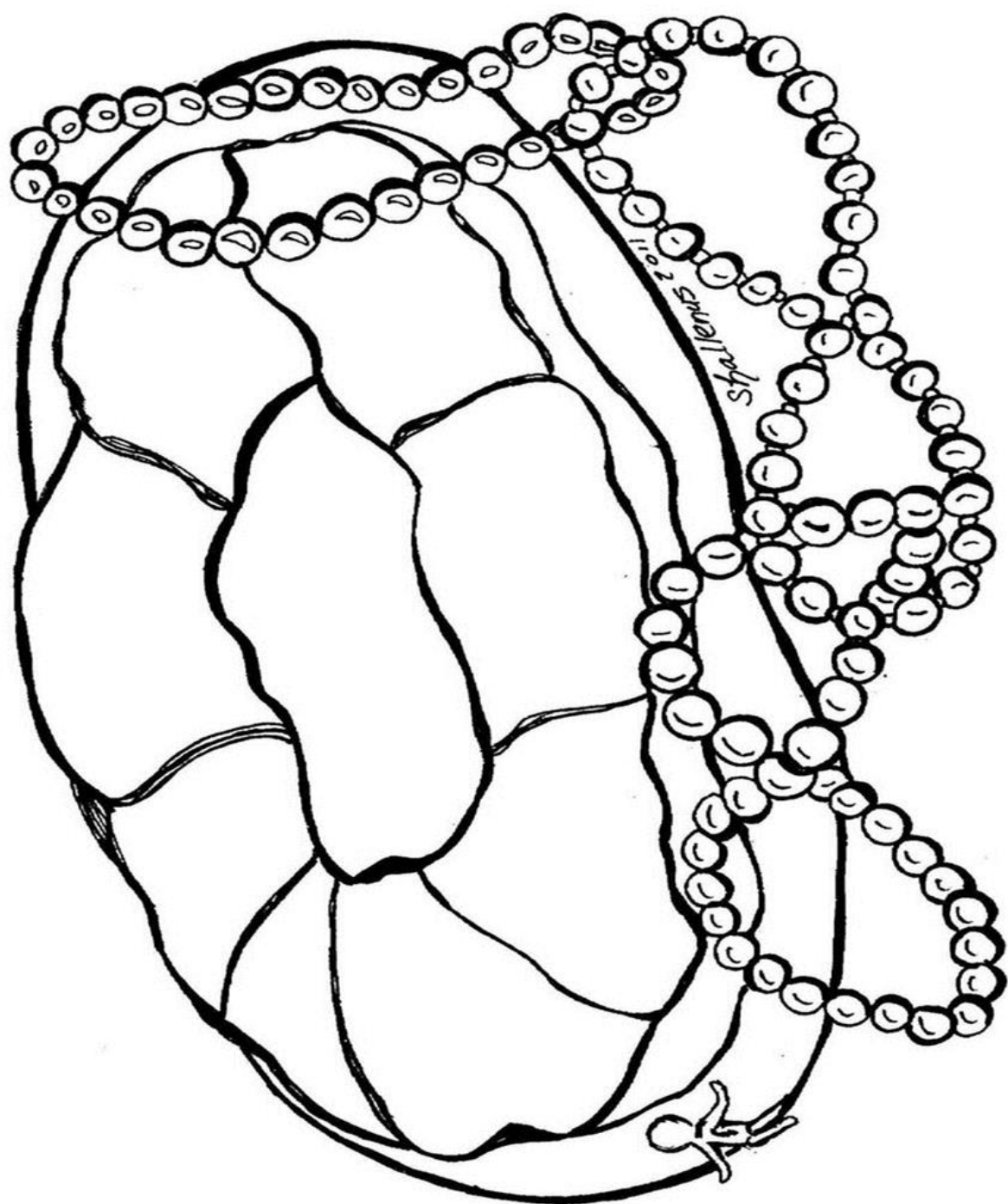
Where's the king cake baby?

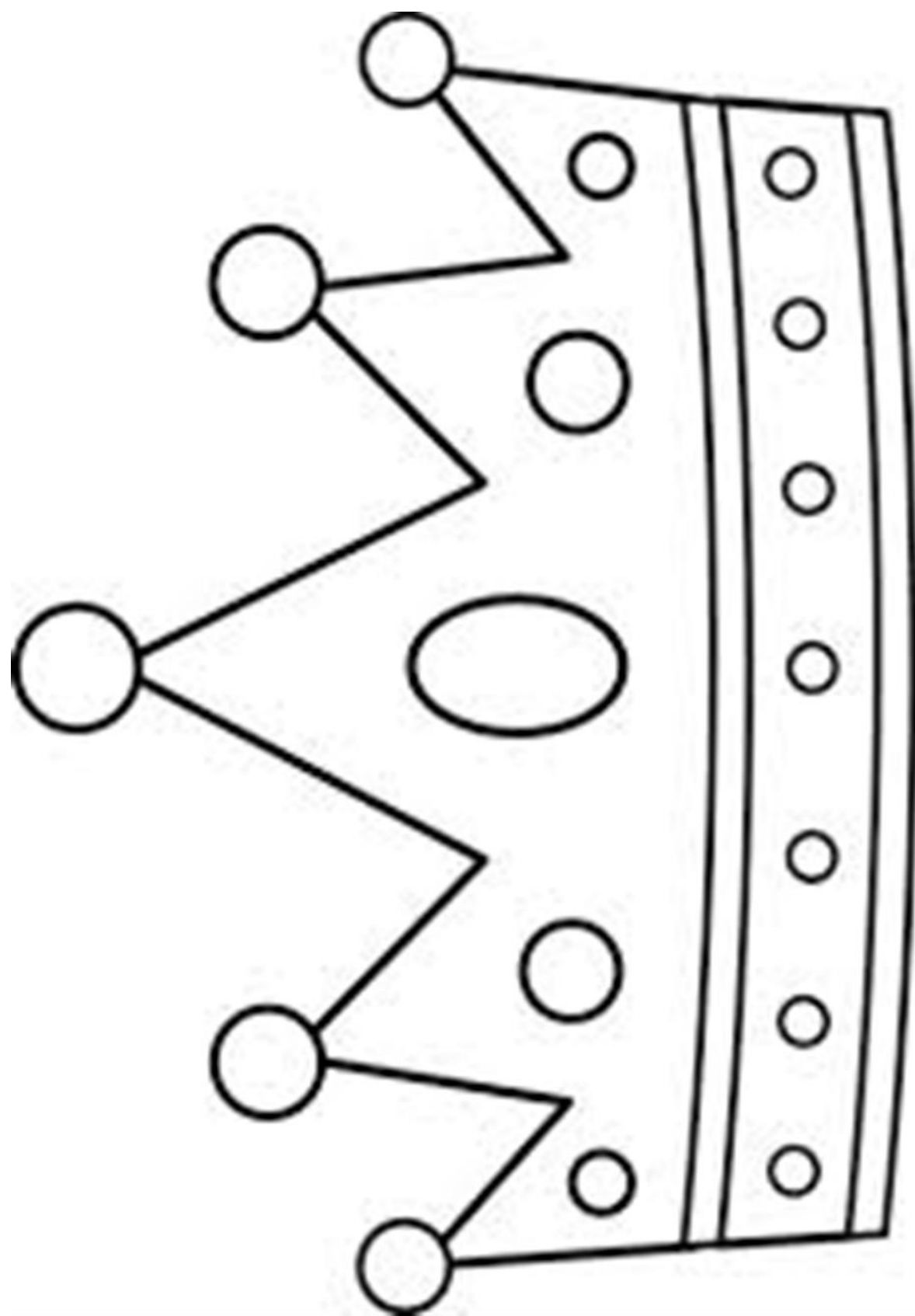


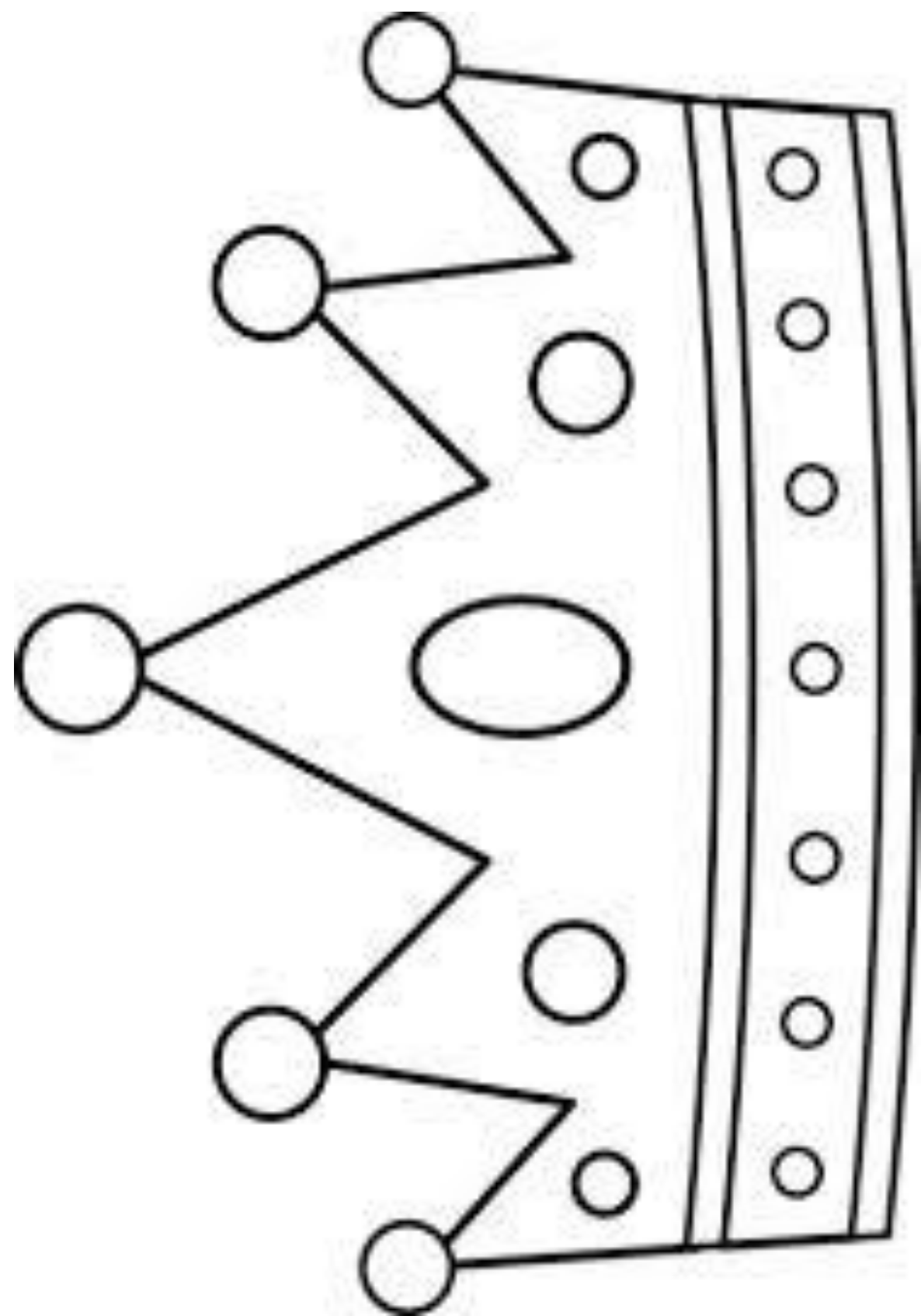
Mardi Gras King Cake

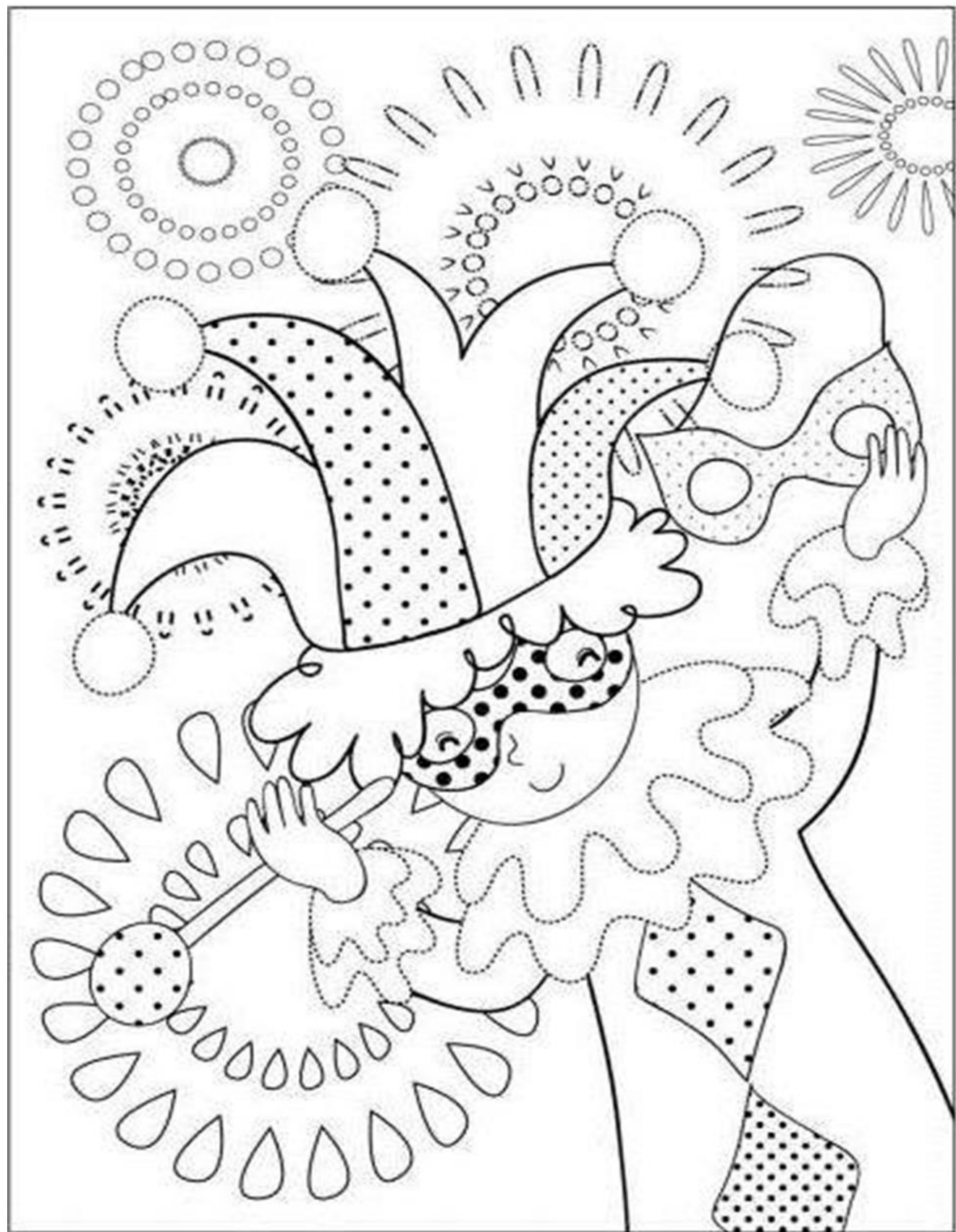








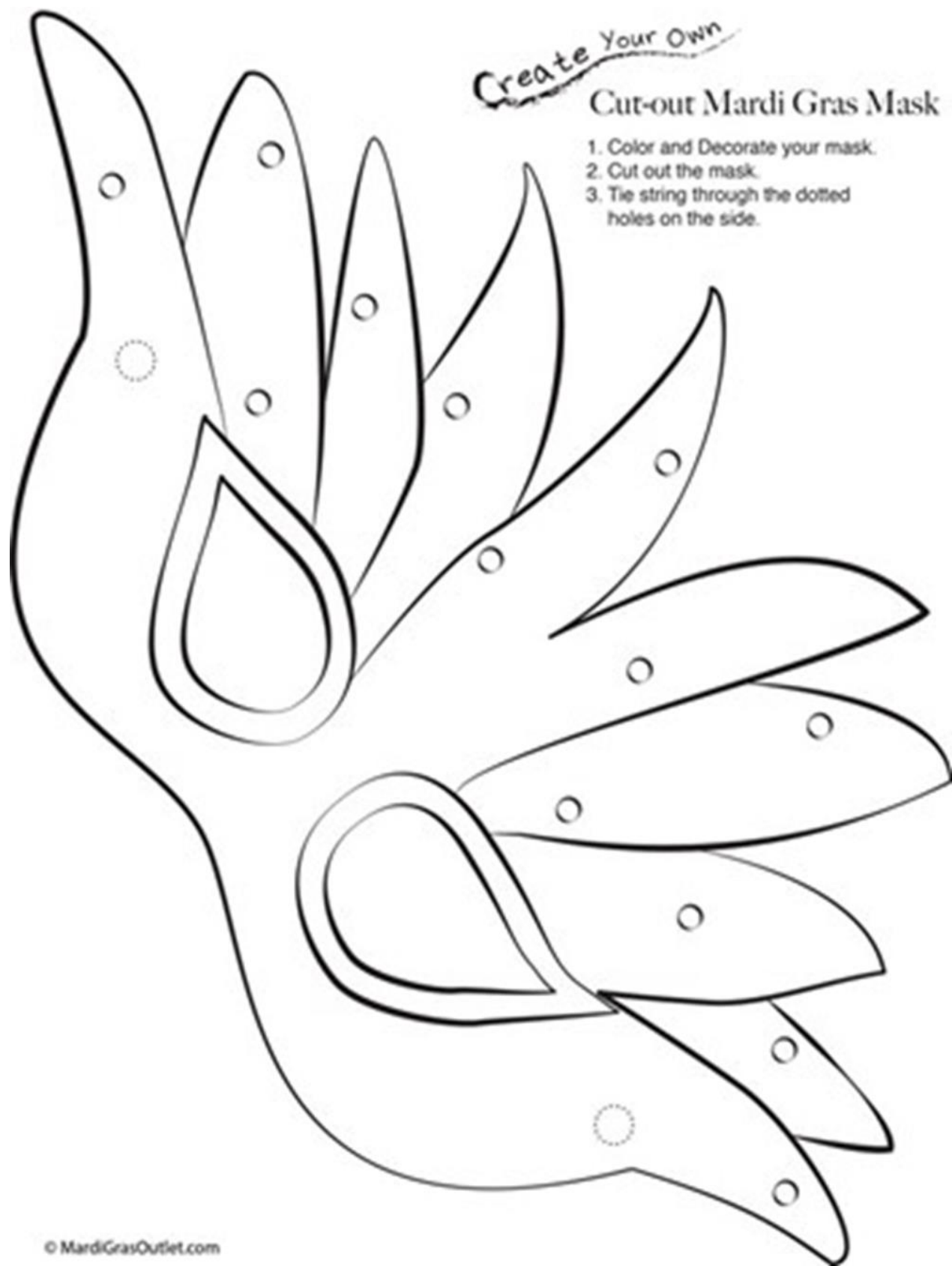




Create Your Own

## Cut-out Mardi Gras Mask

1. Color and Decorate your mask.
2. Cut out the mask.
3. Tie string through the dotted holes on the side.







Create Your Own

## Cut-out Mardi Gras Mask

1. Color and Decorate your mask.
2. Cut out the mask.
3. Tie string through the dotted holes on the side.

