

Greedy Cat is Hungry

by Joy Cowley

pictures by Robyn Belton

Overview

Greedy Cat is a persistent but lovable cat. In this story he appeals to members of his family for food. He finally achieves success by appealing to Katie, the family's youngest member. The text incorporates rhyme, rhythm, and humour. Children are likely to have encountered this and other Greedy Cat stories as shared books. This text is also available as a big book and has an accompanying audiotape.

Curriculum link: science

Text features

(Focus on only one or two per session.)

- the high-frequency words “a”, “and”, “on”, “said”, “the”
- the rhyming words “cat”, “sat”, “mat”, “fat”
- the initial consonant blends “fr”, “gr” (and “Gr”)
- the contraction “You’re”
- the use of speech marks
- the ellipsis on page 9
- the use of exclamation marks for emphasis
- the text in the illustrations
- the portrayal of an extended family
- the characterisation of Greedy Cat through the text and the illustrations
- the attitudes of the characters to Greedy Cat that are expressed in the illustrations
- the way the illustrations work together on pages 2–3, 4–5, and 6–7.

Setting the scene

Reread *The New Cat*. How did Greedy Cat get his name? Tell the children you have another book about Greedy Cat to read with them. *What do you think might happen in this story?*

Have a brief discussion about feeding pets. *Who feeds your cat? How do you know when your cat is hungry? Does your cat/dog eat too much?*

The first reading

(For a shared reading, it may be more convenient to use the enlarged version.)

Use the cover to establish who the main characters in the story are. *Why is Greedy Cat looking at Katie like that? What do you think he wants? What else can you see in the picture?* Focus on the magnetic letters. *What do you think the letters are stuck to?* There is no clear illustration of the fridge until page 7,

so it is important to include it in this introductory discussion.

Ask the children to read the title of the book. Read the names of the author and the illustrator. Encourage them to read the magnetic letters on the title page. *Where is Greedy Cat sitting?*

Listen to the children read the text themselves, offering support as necessary.

Page 2 – Note that the text on this page refers to the illustration on the title page.

Page 3 – Draw the children’s attention to the use of speech marks. *What did Dad say?* If they need help with “You’re”, write “You are” on the whiteboard and show them how the apostrophe replaces the “a”.

Note the use of the words “Greedy Cat” for both his name and the way the characters describe him.

The first two pages establish the pattern of the text. From page 4, the children should be able to read with minimal support.

Page 7 – You may need to clarify that Uncle and Aunty are staying with the family.

Page 9 – Note the use of the ellipsis to suggest that Aunty will have more to say. The children may enjoy the irony of Aunty feeding herself but refusing to feed Greedy Cat.

If the children have difficulty with the word “far”, write the words “car” and “bar” on the whiteboard. *What is the same about these words? Write the rime “ar”. What would this sound like if it had an “f” in front?*

Page 11 – *How would Greedy Cat be feeling by now? He hasn’t had any breakfast yet. Do you think Katie will help him?*

Page 12 – *What sort of noise would Greedy Cat make now that he has had some food?*

Help the children to think beyond the text. *Did Katie do the right thing?*

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, observing their use of one-to-one text-voice matching, self-monitoring, fluency, and expression.

Find the words that rhyme on page 2 and generate others by substituting initial letters or initial letter blends. Write the words as a list so that the children can see the pattern. Have fun chanting the list and picking out individual words. *Which word is “bat”?* *How do you know?*

Locate the word “fridge” in the text and make a list of other words that start with “fr”.

Read the text in the illustrations. There are magnetic letters on the fridge and the floor and labels on the cat food tins inside the fridge.

Compare the words “greedy cat” and “Greedy Cat” in the text. *Why do these words sometimes have capital letters?* Review the convention that names start with capital letters.

Discuss the meaning of the word “greedy”. Talk about other adjectives that could also describe Greedy Cat, such as “hungry”, “noisy”, or “grumpy”.

Have another look at the contraction “You’re”. Draw attention to the apostrophe. Talk about how it sounds more like real talking if Dad says, “You’re” rather than “You are”. Write “We are” or “They are” on the whiteboard and show how these can also be made into contractions. Make up some sentences together using these words.

Discuss how the characters think and feel in the story. *How do you know how Greedy Cat feels when Katie picks him up? What do you think Mum will say when Greedy Cat eats the sausages? Are all cats greedy?*

Suggestions for further activities

Give the children opportunities to return to this book, at the listening post with the tape or as a big book. Have the other Greedy Cat stories, big books, audiotapes, or CDs available too.

Read *Lunch for Greedy Cat* to the children or let them listen to it on the CD *Readalong 2000*.

Write “a” and “t” on cards for two children to hold. Have felt pens and a stack of blank cards ready. Ask the children to suggest consonants that could be written on the blank cards and held in front of the “a” and “t” to make new words. This could be a whole-class activity.

Encourage the children to generate words that rhyme with “cat” at the writing table, on the whiteboard, or with magnetic letters, either independently or with a partner.

Draw and label the members of Katie’s extended family.

Dramatise the story, showing the children how the words within the speech marks can become the script for the play: *Moana, you can be Katie. What will you say to Greedy Cat?*