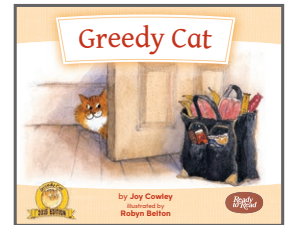


Greedy Cat

by Joy Cowley
illustrated by Robyn Belton



Shared reading

Shared reading provides students with opportunities to behave like readers and to engage in rich conversations about texts that they are initially not able to read for themselves. The focus is on engagement, enjoyment, and comprehension. Shared reading involves multiple readings of a text, led by the teacher, with increasing interaction and participation by students. After many shared reading sessions, children become able to read the small books (which accompany the big books) by themselves with increasing independence and fluency.

Overview

Greedy Cat loves food, and his name suits him well. In this story, every time Mum goes shopping for food, Greedy Cat manages to sneak and eat something from the shopping bag. He gets his comeuppance when Mum finally realises what he is doing and comes up with a

plan. This humorous repetitive text invites enthusiastic participation from readers. The illustrations are rich in humorous detail.

Greedy Cat is the foundation text about Greedy Cat, and students will be able to enjoy his further adventures in several guided texts.

There is an audio version of the text as an MP3 file at readytoread.tki.org.nz

Related texts

- Shared books with a similar narrative structure (repeated events leading to a crisis or resolution): *A Good Idea*; *Dad's Snore*; *Dragons! Dragons! Dragons!*; *I'm the King of the Mountain*; *Number One*; *The Hole in the King's Sock*
- Humorous stories about food and/or Greedy Cat: *Haere Atu! Monster's Lunch*, (shared); *The New Cat* (Magenta); *Greedy Cat Is Hungry* (Red 2); *Lunch for Greedy Cat* (Yellow 3); *Greedy Cat's Door* (Blue 3)

Text characteristics

Key text characteristics as described in the reading standards for after one year at school are shown in the boxes with a solid outline. Other boxes show additional characteristics.

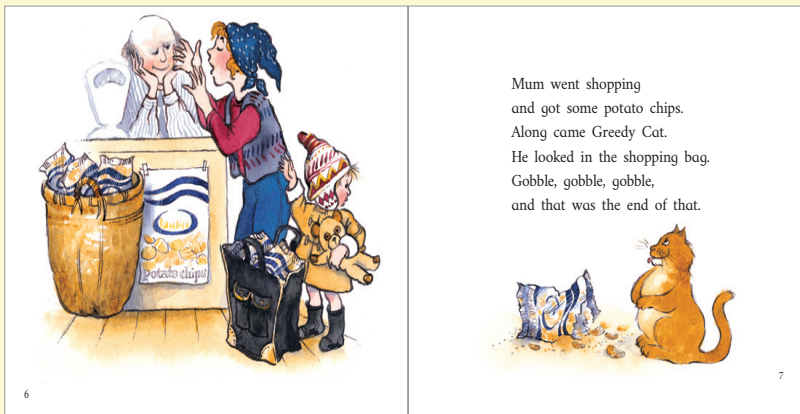
The familiar settings of home and the shops, and the familiar context of having a mischievous family pet

Some visual language features, for example, the words "LOOK out mum" in the page 2 illustration and the illustrated word "YOW!" on page 15

Many high-frequency words as a scaffold for independent reading attempts

Highly repetitive engaging language that draws students into the reading

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions and inferences (for example, why Greedy Cat sneaks the food and why Mum doesn't notice what he is doing)



Illustrations that support and extend the meaning, for example, the expressions on the characters' faces and a humorous visual sub-plot showing the interaction between Greedy Cat and Katie

A range of punctuation, including commas, full stops, exclamation marks, and a dash to support phrasing and meaning

Many sentences that run over more than one line but do not split phrases, supporting phrasing and return sweep

Interest vocabulary ("bananas", "chocolate", "gobble", "sausages", "shopping") including noun phrases ("a pot of pepper", "Greedy Cat", "potato chips", "shopping bag", "sticky buns") that are likely to be in a reader's oral vocabulary and that are strongly supported by the context, sentence structure, and illustrations

Generous spaces between words supporting one-to-one matching

Reading standard: After one year at school

The Literacy Learning Progressions

Reading purposes and learning goals

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

Several reading purposes are suggested in this teacher support material, each accompanied by learning goals. The learning goals are the sorts of reading behaviours you want your students to demonstrate after multiple readings of this text and that will support them when reading other texts.

Often the first reading of a shared text will be with the whole class. Subsequent readings may be with a group for a specific purpose. The focus in the first reading is on making meaning, with the teacher leading the reading and students encouraged to join in as they feel confident. This means the students can focus on responding to the story line and thinking critically about the theme or main idea. Exploration of word-level features should be left for subsequent readings.

English language learners who are just beginning to learn English will benefit from some language work before you read the shared text with the whole group. For example, encourage them to look at the cover illustration and talk about it in their first language.

Select from and adapt the suggestions in this teacher support material according to your students’ strengths, needs, and experiences.

A suggested purpose for the initial readings

To find out what Greedy Cat does when Mum goes shopping

Possible learning goals

Over a number of sessions, the students can:

- make connections to their experiences in order to make predictions and inferences about the characters
- notice some of the ways the print and illustrations work together to build meaning
- summarise the events in the story
- listen for language patterns and the teacher’s intonation to know when to join in the reading
- form an opinion about Greedy Cat.

Introducing the text

- Discuss the cover illustration. *Why do you think the cat is looking at the shopping bag like that? What can you see in the bag?*
- Read the title and discuss what it means to be greedy. Encourage the students to predict why the cat might be called Greedy Cat.
- Read the names of the author and the illustrator.
- Turn to the title page illustration. Expect the students to notice the look on Greedy Cat’s face and to make a connection to the cover. *I wonder why he’s moving like that. What might he be up to?*
- Use the illustrations on pages 2 and 3 to confirm the predictions from the cover and title page that Greedy Cat is after food.
- Discuss the setting and the characters. Even though Katie isn’t mentioned in this story, you could tell the students her name and that they will see her again in other stories about Greedy Cat. Draw their attention to what Mum and Katie are doing. *Has Mum noticed Greedy Cat? Do you think Katie knows what he is doing?*
- Some students may notice the words in the page 2 illustration. If not, avoid pointing this out. Give them the opportunity to make this discovery themselves.
- Share the reading purpose and encourage the students to predict what Greedy Cat will do. Remind them to think about their predictions as you read the story.

Reading and discussing the text

- Ensure that the students follow the text as you read aloud, using a pointer to help them with the words.
- **Pages 2 and 3** – After reading page 3, discuss what Greedy Cat did. *What happened to the sausages?* Expect the students to infer from the lines “Gobble, gobble, gobble, and that was the end of that” that he ate them all. If necessary, clarify that “gobble” means to eat fast.
- **Pages 4 to 13** – As you turn to each double-page spread, encourage the students to examine the illustrations, notice what’s in the shopping bag, and think about what’s going to happen. As you read these pages, some students may start to join in as they notice the repeated events and language. Encourage them to join in by pausing at strategic points and using intonation.
- Enjoy the students’ responses to Greedy Cat’s wickedness. Remind them to review their predictions. *Is this what you thought would happen?*

- You could discuss particular aspects, for example:
 - on page 6, draw their attention to Katie. What is she trying to tell her mother? Why doesn't Mum listen?
 - check their ongoing understanding of the line, "... and that was the end of that." What's happened to the sticky buns/the potato chips? What tells you Greedy Cat has eaten them?
- After reading page 13, discuss what Mum is doing and how she is looking at Greedy Cat. Check they know what pepper is and encourage them to predict what will happen. Reread page 13 and pause briefly to build suspense before turning the page.
- **Pages 14 to 16** – Enjoy the climax to the story with the students.
- Remind the students of the reading purpose. Ask them to recall (summarise) what happened each time Mum went shopping. *Is that what you thought Greedy Cat would do? Did anything happen that you didn't expect?*
- Prompt the students to make inferences about Greedy Cat. *What are some other words that we could use to describe him? What makes you think that?* Record the students' ideas. Later, they could paint a picture of Greedy Cat and add a caption, for example, "Greedy Cat is a sneaky cat."
- Encourage the students to think critically about the story. *Did Mum do the right thing? Will Greedy Cat stop taking food out of her bag? Can you think of other ways to stop him from sneaking food?*
- As you reread the story, ask the students to look and listen for what makes the story sound good to read aloud. For example:
 - Focus on the phrase "Gobble, gobble, gobble". Draw out the idea that repeating a word can make it sound special. Have the students choose a food item from the story (or think of their own favourite food) and create a chant that involves repetition. For example: Potato chips, potato chips, / Crunch, crunch, crunch.
 - Practise rereading the story together, with emphasis on the line "... and that was the end of that." The students could create their own refrain, innovating on the language structure of the text. For example:
Leila went shopping and got some watermelon.
Slurp, slurp, slurp.
And that was the end of that!
 - Draw attention to punctuation or visual language features that show how to read the words, for example, the dash for dramatic effect on page 14, and the upper-case letters, large font, bright colour, exclamation mark, and surrounding stars to support expressive reading of "YOW!" on page 15.
- Reread the story, prompting the students to find more information in the illustrations. *How do the illustrations help us know what Mum and Katie are thinking about?* You could focus on the contrast between what Katie notices and what Mum doesn't. If they haven't already noticed, this is the time to gently prompt the students to notice and enjoy the words in the illustration on page 2. Other aspects you could discuss include:
 - on page 8 and 9: Do they know Greedy Cat is following them? What are they doing?
 - on page 11: Why do you think Greedy Cat and Katie are smiling at each other?
 - on page 16: How is Greedy Cat feeling now? How does the illustration help you know that?

Suggested purposes for subsequent readings

You can return to this text many times with different purposes. Subsequent readings of the big book may be with a group of students who have similar learning needs rather than with the whole class. **Select from and adapt** the following suggestions.

Suggested reading purposes

To enjoy some of the ways the writer has used language in this story

To use the illustrations to help us understand and enjoy this story

Learning goals

Over a number of sessions, the students can:

- recognise and enjoy the repetition
- identify and enjoy some key words and phrases
- identify and discuss how the illustrations tell them more about the story.

Choose one of the suggestions below for each session.

- The students could think, pair, and share their observations and inferences about the characters based on what they can see in the illustrations on a double-page spread from the story. This activity supports both oral language and comprehension. It is particularly helpful for English language learners because they have a chance to rehearse what they say with their partner before they say it to the group. You could record the students' observations on a chart for them to use as a basis for drawing and writing about the characters. For example, the following chart could be useful:

What did Greedy Cat do?	What did Mum do?	What did Katie do?
He stole the food out of the shopping bag.	She went shopping.	Katie saw Greedy Cat eating the sausages.
He followed Mum and Katie.	She bought the food.	She tried to tell Mum about the potato chips.
He ate the sausages.	She talked to the shopkeeper.	She ate some chocolate.
He gobbled up all the food.	She talked and talked.	
He was greedy and naughty.		

Suggested reading purpose

To think about the beginning, middle, and end of this story

Learning goals

Over a number of sessions, the students can:

- summarise the events in the story
- identify the beginning, the middle, and the end of the story
- make connections to other stories that have a similar structure.

Choose one of the suggestions below for each session.

- Reread *Greedy Cat* and ask the students to retell the story. Tell the students you want them to think about the beginning, middle, and end of the story. Discuss the repeated events in the middle and the event that changes the story and ends it (when Mum buys the pot of pepper).
- Draw a chart and record the students' summary of the events. For example:

At the beginning of the story	In the middle of the story	At the end of the story
Greedy Cat took their sausages and ate them all up.	Greedy Cat kept taking the food out of the shopping bag. He ate the sticky buns, the potato chips ...	Mum got some pepper ...

Write each heading from the chart on a large card. Each student could choose an event from the story and write a sentence about and illustrate it. Have them place their picture under the correct heading. Have the students work together to ensure that their pictures of the middle of the story are placed in the correct sequence.



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When reading other stories with a similar structure, such as *Dad's Snore*, prompt the students to identify what happens at the beginning, the middle, and the end.

Suggested reading purpose

To read with fluency and expression

Learning goals

Over a number of sessions, the students can:

- read with appropriate phrasing and expression by drawing on:
 - their developing reading vocabulary
 - their knowledge of the story and storybook language
 - their knowledge of specific word meanings and punctuation.

This reading purpose can be returned to many times, with the students building up their confidence and levels of independence. Your modelling of fluent, expressive reading will be a major support for achieving this learning goal. The students can also build up their comprehension and fluency by reading the story while listening to the MP3 file.

Choose one of the suggestions below for each session.

- English language learners may benefit from opportunities to listen and practise with the MP3 file. They could listen to short sections and then listen again to help them practise their pronunciation and intonation. Offer the students guidance on particular sounds (for example, “t”, “d”, hard “c”, “l”, consonant endings in general, and consonant clusters) or intonation patterns that are causing problems for them. Provide feedback to support them to improve their pronunciation and intonation.
- Provide many opportunities for beginning readers to reread the big book, using a pointer to practise reading left to right and return sweep.
- Reread the story, drawing attention to how the exclamation marks, the dash on page 14, and the large upper-case “YOW!” on page 15 support expression.
- The students could gather some props to go in a shopping bag and take turns acting out Greedy Cat's actions as the others read aloud.
- Ask individual students to locate high-frequency words in the story. *Can you find “and”?* *Can you find another one?* Ask them to read the sentence that includes the target word. During writing sessions, prompt students to draw on their knowledge of high-frequency words.

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