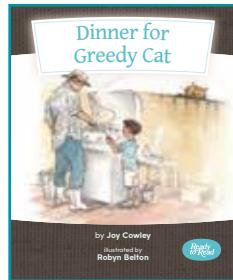


Dinner for Greedy Cat

by Joy Cowley
illustrated by Robyn Belton

This text is levelled at Turquoise 1.



Overview

Delicious smells are wafting over the fence from the barbecue next door, and Greedy Cat just can't resist ...

This story requires students to “flexibly use the sources of information in the text, in combination with their prior knowledge, to make meaning and consider new ideas” and to “draw on a wider range of comprehension strategies to think more deeply about what they read” (*The Literacy Learning Progressions*, page 13).

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

Related texts

Previous stories about Greedy Cat: *Greedy Cat* (shared); *The New Cat* (Magenta); *Greedy Cat Is Hungry* (Red 2); *Lunch for Greedy Cat* (Yellow 3); *Greedy Cat's Door* (Blue 3); *Greedy Cat and the Vet* (Green 2); *Greedy Cat and the Visitor* (Orange 1)

Stories and poems about cats: “Bedtime Cat” (poem card); “Catsways” (in *Splash Splash!*); *A Place to Sleep* (Green 3)

Cross-curriculum links

English (level 1): Selects and reads texts for enjoyment and personal fulfilment.

Text characteristics

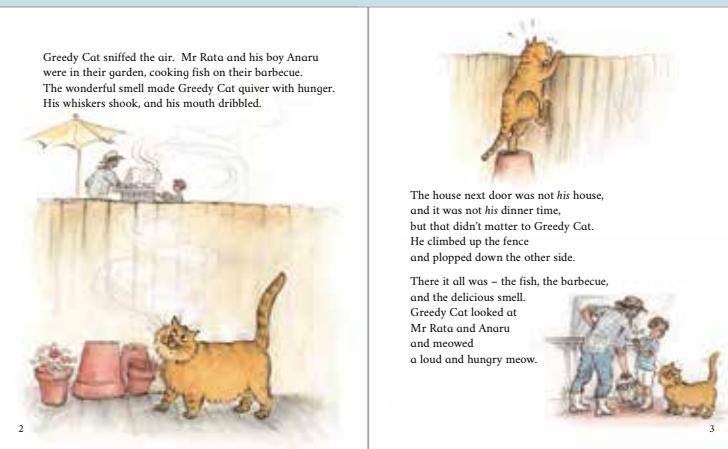
Dinner for Greedy Cat has the following text characteristics that help develop the reading behaviours expected of students reading at Turquoise.

A mix of explicit and implicit content that provides opportunities for students to make predictions and inferences

A familiar main character and setting but also some content (the context of fishing) that may be unfamiliar to some students

A variety of sentence structures requiring students to attend to punctuation and linking words (for example, “but”, “these”, “to”, “who”, “then”, “as”, “that”) to clarify the connections between ideas

Illustrations that support the meaning and may suggest new ideas or viewpoints



Frequent use of dialogue and more than one character speaking on a page

Words and phrases in te reo Māori, many of which will be familiar to students in their spoken form (“E ngeru”, “puku”, “Haere ra”, “ngeru nui”)

Language features that provide opportunities for students to apply and extend their vocabulary knowledge, for example:

- the irregular verbs – “shook”, “threw”, “caught”, “ate”, “eaten”
- the suffixes in “wonderful” and “bottomless”

Mostly familiar vocabulary, but also some topic words and descriptive language that may be new (for example, “sniffed”, “barbecue”, “quiver with hunger”, “whiskers”, “dribbled”, “plopped”, “delicious”, “meowed”, “wharf”, “begged”, “bottomless”, “eaten”, “waddled”, “grunted”) the meaning of which is supported by the context, the sentence structure, and/or the illustrations

Suggested reading purposes

(What can the students expect to find out or think about as a result of reading this text?)

To find out what Greedy Cat has for dinner

Possible learning goals

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

The behaviours listed below link to *The Literacy Learning Progressions*. Select from and adapt them to set your specific learning goal. Be guided by your students’ particular strengths, needs, and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students, over several readings, to:

- make connections between their prior knowledge and information in the story to make predictions and inferences
- identify and track the main events in the story (summarise)
- visualise the actions and feelings of the characters
- make meaning by searching for and using multiple sources of information rather than one source
- monitor their reading and self-correct where necessary, for example, by rerunning text or checking further sources of information.

Introducing the story

- Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and supports them for a successful first reading. A short video on the importance of introducing the text is available at <https://vimeo.com/142446572>
- Before introducing this book, you can familiarise yourself with the pronunciation of any Māori words and phrases that are new to you by listening to the audio version.

For English language learners, you could talk through the illustrations on the cover, title page, and first few pages before the whole-group session, to build confidence with vocabulary and to provide support with text features that may be unfamiliar. You can find further information about features of the texts that may need support at [ELLP](#).

- A few days before reading this book, make the previous stories about Greedy Cat available for students to reread and enjoy.

• Tell the students you have another story about Greedy Cat for them to read, and briefly recap what they know about him from previous stories.

• Prompt them to infer from the cover illustration (in particular Greedy Cat looking over the fence) that this story involves the family who live next door. Discuss what the neighbours are cooking and encourage the students to make connections to their own experiences of barbecues. Expect the students to predict that Greedy Cat wants fish for dinner! *What do you think he’s going to do?*

• Have the students use the title-page illustration to review their predictions and to enjoy speculating about Greedy Cat’s chances of getting over the fence.

• Turn to pages 2 and 3 to find out more. Prompt the students to use the “smell lines” on page 2 to infer how Greedy Cat found out about the barbecue and encourage them to share their own experiences of “wonderful”, “delicious” barbecue smells. Tell the students the names of the new characters. *Do you think Mr Rata will give Greedy Cat any fish?*

• Share the purpose for reading. Explain that this story includes some words in te reo Māori that they are likely to know. You could review (or introduce) the words “ngeru” (“cat”) and “nui” (big).

• The students could begin reading the story for themselves at this point. If you think they need more support, you could also discuss the illustrations on pages 4 and 5.

Monitoring the reading

- Observe the students as they read the story by themselves. Increasingly, the processing students do at this level is “inside their heads” and may not be obvious until they have read the text and you are discussing and rereading it as a group. Only intervene on the first reading if it’s clear that a student needs help. There will be opportunities to provide further support with word solving and comprehension on subsequent readings.
- If a student makes an error without noticing, wait until the end of the sentence or the page before intervening, unless they stop reading. Waiting gives them the opportunity to notice and fix it. Use appropriate prompts to draw their attention to the error.
- Remember to base these prompts on what you know about the student’s prior knowledge. For example, asking an English language learner if a word or sentence sounds right may not be useful if they are not familiar enough with English syntax and vocabulary to know the answer. In this case, an explanation and further examples would be more effective, or simply tell them the word.

- These are examples of possible student errors and teacher responses:

Text in book	Student reads	Teacher prompt
He climbed up the fence and plopped down the other side.	He climbed up the fence and ploppid down the other side.	<i>Does that sound right to you? Try that again.</i> (If “plopped” seems unfamiliar, tell them the word and make a note to discuss it later.)
There it all was – the fish, the barbecue, and the delicious smell. Greedy Cat looked at ...	There it all was – the fish, the barbecue, and the delicious smell Greedy Cat looked at ... (not stopping for full stop)	<i>Did that make sense?</i> <i>You missed a full stop.</i> <i>Can you find your mistake and fix it?</i>
“He’s got a bottomless puku!”	“He’s got a bot – bot ...”	<i>You’ve got the first part of the word. Try the next bit ...</i>
It was delicious, but it was small .	It was delicious, but it was smell – smelly .	<i>Check that. Look for a part of the word that you know.</i> (If more support is needed, cover up “sm” to show “all.”)

- Other prompts you could use include: *Are you sure?*; *Were you right?*; *What else could you check?*; *Think about what would make sense*; *What can you see in that word that can help you?*; *Can you break that into chunks?*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1–4*, page 130.

Discussing and rereading the story

You can reread this story several times, focusing on different aspects and building vocabulary, comprehension, and fluency. **Select from and adapt** the suggestions below. Many of the discussion points here also lead naturally into after-reading activities.

- Enjoy the students’ responses to the ending. *Why wasn’t Mum worried?* Have them review their earlier predictions about the story: *Is this what you thought would happen? What part did you like best?*
- Encourage the students to think critically, for example:
 - Did Anaru and his father mind feeding Greedy Cat?*
 - Why did Mr Rata say “This is like going to the gym”?*
 - Will Greedy Cat visit the neighbours again?*
- Have the students reread the story, stopping to discuss points of interest. You could explore such aspects as:
 - the pronunciation and meaning of any words in te reo Māori that are new to the students
 - clues that helped the students visualise what

was happening, for example, the descriptions of how hungry Greedy Cat was, how greedy he was when he was eating, and how he moved and felt afterwards, or how Mr Rata felt when he was trying to get Greedy Cat back over the fence. The students could act out some of the descriptive words and phrases, for example, “quiver with hunger”, “plopped”, “waddled”, “grunted” to help clarify their meanings.

- the humorous details in the illustrations, for example, Greedy Cat’s expressions, the wafting smells and “quiver lines” on page 2, his “wagging” tail on pages 3–5, the lines above his head on pages 3 and 7, and the words on the fridge on page 8
- the clues in the text (including the dialogue) and the illustrations to show the changing feelings of the characters. You could record the students’ ideas on a chart, as in the partially completed example about Anaru below. (See also After reading.)

Page	Our ideas about how Anaru is feeling	Our evidence
4	He’s happy to feed Greedy Cat.	He’s laughing when he says “A fat fish for a fat cat!”
5	He thinks it’s funny.	He’s smiling when he says, “He’s got a bottomless puku!”
6	He’s getting annoyed.	He’s staring down at Greedy Cat with his hands on his hips.

- the expressive dialogue on pages 4 to 8. Draw attention to the unattributed dialogue on page 6 and prompt the students (using the illustration and reference to Mr Rata in the first sentence) to infer who is talking here.
- the adjectives “wonderful” and “delicious” to describe the smell of the barbecue. Encourage the students to come up with further synonyms (for example, “yummy”, “awesome”, “scrummy”, “great”, “fantastic”).
- how the students worked out (or tried to work out) unfamiliar words, for example, thinking about what made sense, looking for the biggest known part of the word, breaking words into shorter chunks, checking the illustrations, rereading or reading on.
- the impact on meaning of the suffixes in “wonderful” and “bottomless”. Support the students to generate further examples (“careful”, “thoughtful”, “helpful”; “careless”, “thoughtless”, “helpless”). Discuss how some combinations may not work (for example, “wonderful” but not “wonderless”; “bottomless” but not “bottomful”!).

- the irregular past-tense verb forms. (Explicit teaching about this aspect of English is particularly important for English language learners.) Explain that not all verbs in English can have “ed” added in the past tense. Read and discuss examples from the story and list their present- and past-tense forms (shake/shook, throw/threw, catch/caught, eat/ate/eaten). Share some other familiar examples (come, came; sit, sat; wake, woke, woken; break, broke, broken). Create oral sentences together to clarify the differences in meaning between the verb forms.

After reading: practice and reinforcement

After-reading tasks should arise from your monitoring of the students’ needs during the lesson and provide purposeful practice and reinforcement. Where possible, make links to other texts, including texts generated from language experience and shared writing, and to the wider literacy programme (oral language, writing, handwriting, and word games and activities) and other curriculum areas.

For English language learners, **SELLIPS** also has ideas for purposeful and relevant tasks.

Select from and adapt these suggestions, according to the needs of your students.

- Provide many opportunities for students to reread this story and to read other books with similar themes or ideas (see Related texts) or other stories written by Joy Cowley or illustrated by Robyn Belton.
- The students can build up their comprehension and fluency by rereading the book while listening to the audio version. Audio versions are particularly supportive for English language learners because, as well as clarifying pronunciation, they provide good models of the prosodic features of English, such as intonation and phrasing.
- The students could record themselves reading the story, perhaps with different students taking the parts of Mr Rata, Anaru, the narrator, Greedy Cat, Katie, and Mum (similar to Readers’ Theatre). Prompt the students to attend to punctuation and the use of italics (on page 3) to support expressive reading.

- To support summarising, the students could:
 - work individually or in pairs to identify five key events and then create a comic-strip that includes a sentence, speech bubble, or thought bubble (containing the key idea) and a quick drawing for each event
 - draw and write about how Mr Rata or Anaru or Greedy Cat are feeling at three different times in the story. (This could include how the neighbours feel after Greedy Cat has gone!)
- To support inferring and visualising, use an adaptation of a **Say It** activity (described below). (While this activity is useful for all students, it is particularly supportive for English language learners in providing opportunities to practise using new vocabulary.) Write prompts on cards and have the students take turns to turn over a card and respond to the prompt. Suggestions include:

You are Anaru. Tell us what you thought when Greedy Cat first plopped over your fence (or when he kept wanting more fish or what you will say to Katie the next time you see her).

You are Mr Rata. Tell us how you felt when you were trying to help Greedy Cat get back over the fence (or how you felt afterwards or what you will do next time you want to have a barbecue).

You are Katie. Tell us how you felt when Greedy Cat didn’t want to eat his dinner.

You are Mum. Tell us how you are feeling about Greedy Cat (or what you might say to Mr Rata the next time you see him).

- Have the students work in pairs to add to the chart about Anaru’s feelings (see Discussing and rereading the story) or create a chart about another character.
- Explore the character of Greedy Cat. (This could be a whole-class activity.) Provide opportunities for the students to reread and gather ideas from other Greedy Cat books. Have each student draw and write about what they think is the funniest, most wicked thing he has done in any of the stories.
- Build the students’ knowledge of irregular past-tense verb forms. Give the students cards with the present-tense and past-tense forms. Have them work in pairs to match the cards and construct sentences using each verb form. Provide support by modelling some examples: (“I like to eat pizza.” “Today, I ate toast for breakfast.” “I’ve eaten too much chocolate.”)