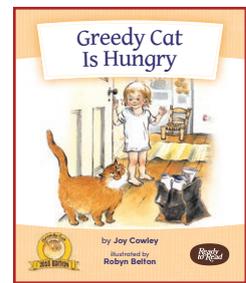


Greedy Cat Is Hungry

by Joy Cowley
illustrated by Robyn Belton

This text is levelled at Red 2.



Overview

In this humorous story, Greedy Cat appeals to several family members for food but has no luck until Katie, the family's youngest member, takes pity on him. Students will have met Greedy Cat before in *The New Cat* (Magenta) and in the shared text *Greedy Cat*.

This text supports the development of a self-extending reading processing system by helping students to “make meaning of text by applying their increasing ability to attend to the print detail and their growing knowledge of sentence structures and also by using their expanding vocabulary and the illustrations” (*The Literacy Learning Progressions*, page 10).

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

Related texts

Note that there is a story about Greedy Cat at each colour wheel level from Magenta to Blue: *The New Cat* (Magenta); *Lunch for Greedy Cat* (Yellow 3); *Greedy Cat's Door* (Blue 3).

- Texts about cats: “Bedtime Cat”, “Robber Cat” (poem cards); *Greedy Cat* (shared);
- Texts about being hungry: *Haere Atu!* (shared)

Text characteristics

The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes with a solid outline. Other boxes show additional characteristics.

The familiar setting (at home) and the familiar context of family pets

Most content explicitly stated but some implicit content (including links to the students' prior knowledge about Greedy Cat) that provides opportunities for students to make predictions and inferences, for example, that Greedy Cat is sitting in front of the fridge because he's hungry

Sentences that run over more than one line but do not split phrases, supporting phrased reading and return sweep



Greedy Cat sat on the mat
by the fridge.
He sat and sat and sat.
Meow, meow, meow!

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



Mum looked at Greedy Cat.
“No!” she said.
“You are a greedy cat.
Go away!”

Illustrations that support and extend the meaning, for example, showing the characters' expressions and gestures and including humorous touches such as the words made with magnetic letters

Dialogue between easily identified speakers

Many high-frequency words, several of which (“a”, “and”, “are”, “at”, “Go”, “looked”, “on”, “said”, “the”, “you”) are repeated often

Interest words that are likely to be in the reader's oral vocabulary and are strongly supported by the context, the sentence structure, and the illustrations, for example, “cat”, “fridge”, “hungry”, “mat”, “Meow”, “sausages”, “table”, and the names “Greedy Cat” and “Katie”

Clear spacing between words to support one-to-one matching

Several words with the “at” rime (“at”, “cat”, “fat”, “mat”, “sat”)

Suggested reading purpose

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

We are reading this story to find what happens when Greedy Cat is hungry.

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 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 to:

- make connections between their own experiences, their prior knowledge of Greedy Cat, and the story in order to make predictions and inferences
- make meaning by drawing on more than one source of information, for example, meaning (context and illustrations), structural (sentence structure and word order), and visual information (including grapho-phonetic information and punctuation)
- continue building a reading vocabulary of high-frequency words
- read groups of words together in phrases
- notice some errors in their reading and take action to self-correct.

Introducing the story

Use your knowledge of your students to ensure that the introduction to the text is effective in activating their prior knowledge and providing appropriate support for a successful first reading. This story uses vocabulary and language structures (for example, “and”, “by”, “Dad”, “for”, “Go away”, “greedy cat”, “He”, “Here are”, “jumped on the table”, “looked at”, “No”, “not”, “Oh”, “said”, “sat”, “sausages”, “she”, “you”) that the students will have met before through previous reading and writing.

- Provide support for English language learners by teaching them some key vocabulary before reading. Select two or three illustrations for them to talk about in their first language. Provide English words for some key words and phrases (for example, “fridge”, “far too fat”, “table”, “sausages”) orally and on cards. Give the students the cards and support them to match them up with the illustrations. They could also listen to the audio version before attempting to read the story themselves.

- Tell the students you have another book about Greedy Cat for them to read. Use the cover illustration to introduce Katie and to clarify the kitchen setting. Prompt the students to notice the expression on Greedy Cat’s face and to make connections to what they know about him. *Why does Greedy Cat want to come into the kitchen?* (The students may recognise Mum’s shopping bag from the shared book *Greedy Cat*.) Read the title (which is likely to confirm the students’ predictions) and the names of the author and illustrator.
- Discuss the title page illustration. *Why is Greedy Cat sitting right by the fridge? What sounds do cats make when they are hungry?*
- Share the reading purpose and browse through the book with the reading purpose in mind, discussing what is happening in the illustrations. *Is Dad going to feed Greedy Cat? I wonder what Dad’s saying to him.* Expect them to start predicting the pattern of Greedy Cat wanting food and the characters saying no. Rephrase the students’ responses or use prompts to elicit language structures and vocabulary, for example:
 - on page 6, to support “jumped”, you could say: How did Greedy Cat get up on the table?
 - to support the phrase “far too fat”, you could say: Why didn’t Mum and Dad want Greedy Cat to have more food? ... Yes, because he is fat – far too fat.
 - on page 7, to support the change in the pattern, ask: Why is Katie giving him the sausages? Does she think he’s greedy?
- Return to the students’ earlier predictions and remind them of the purpose for the reading.

Monitoring the reading

- Observe closely as the students read the text quietly to themselves, noting their use of initial letter information, and their ability to read the high-frequency words and to read groups of words together in phrases, as well as any instances of self-monitoring and self-correction. Provide support for individual students as necessary. For example:
 - page 3 – if a student stops after reading “said Dad”, say: Dad said “No”. What else is he saying to Greedy Cat? If necessary, reread up to the point of difficulty and pause or place stress on the initial sound (or word). “Y ... You ...”
- On page 5, the students may recognise the phrase “Go away” from the shared book *Haere Atu!*

- If a student makes an error without noticing a problem, wait till the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves. Use appropriate prompts to draw their attention to the error. For example:

Text	Student reads	Teacher prompt
“You are a greedy cat.”	“You are a fat cat.”	<i>That makes sense, but does this word (greedy) look right? Look at how it starts.</i>
Mum looked at Greedy Cat. “No!” she said.	Mum looked at Greedy Cat. “No!” Mum said.	<i>Read that again. Does this word (she) look like “Mum”?</i>
“You are not a greedy cat,” she said. “You are a hungry cat.”	“You are not a greedy cat,” she said. “ No he’s a hungry cat.”	Draw their attention to the meaning and the visual information. <i>What did Katie say here? (Point to the first sentence.) This sentence starts the same way. Read from here (the beginning of the page) again.</i>

- Other prompts you can use to encourage monitoring include: *Are you sure?; You said ... did that make sense?; Did that sound right to you?; Does it look right?; Were you right?; This word starts like ...; This word looks like ...; Look at the beginning of the word.*
- Remember to base these prompts on what you know about the students’ prior knowledge. For example, asking an English language learner if a word sounds right may not be useful. In this case, an explanation and further examples would be more effective.
- Reinforce attempts to problem-solve whether a student is successful or not, for example, *You read “Greedy Cat went on the table.” And then you went back and fixed it up. Well done.*
- 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 to 4*, page 130.
- As the students finish reading, they can quietly reread the story until everyone has finished.

Discussing the text after the first reading

- Remind the students of the reading purpose. *What happened?* Prompt them to infer: *What is Dad saying no to (on page 3)?* If necessary, prompt the students to infer what Greedy Cat means when he meows.
- Ask them to retell the story to each other in pairs.
- Encourage the students to think critically: *Why do you think Katie decided to feed Greedy Cat? Is he hungry or is he greedy?* Expect them to identify the contrast between Katie and her parents in regard to what Greedy Cat should and shouldn’t be eating.
- Have the students reread the text, stopping to discuss points of interest. You could draw attention to a text feature such as:
 - the words in the illustrations
 - the words with the shared rime (“at”, “cat”, “fat”, “mat”, “sat”)
 - the bold print for the words “hungry” and “not” on pages 7 and 8
 - the speech marks to indicate who is talking. (Encourage the students to read the dialogue with expression!)

After reading: practice and reinforcement

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

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

- Ask the students to reread the story to a partner. Encourage them to make the dialogue sound like real talking. Listen in, providing feedback and making notes about aspects that may need further attention. You could also use this time to do a quick running record with a student to provide more information on something you have noticed.
- Encourage fluent, expressive reading and reinforce punctuation by asking the students to reread the story to a partner. Have students read the different characters’ lines in different voices to really bring the story to life. For example, Mum and Dad might sound stern while Katie’s voice might be sympathetic.

- The students can build their comprehension and fluency by rereading the text while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide many opportunities for students to reread this book and read and enjoy other familiar stories and poems including *The New Cat* and the shared book *Greedy Cat* (see Related texts).
- Have the students draw or paint their own picture of something that Greedy Cat did in the story. They could write (or be supported to write) a caption. For example, You are a _____. Here are _____ for you.
- Revisit page 3 and ask the students to share their ideas about what Greedy Cat is thinking when Dad says “No”. They could make a group collage of the angry cat and each fill in a speech bubble with their idea of what he is thinking.
- Have the students work in pairs to talk and write about what happened after Greedy Cat got the sausages. Ask them to think about:
 - Where Greedy Cat took the sausages.
 - What he did with them.
 - How he felt afterwards.
 - What the family ate for their dinner.
- Write “at” in the group reading book or on the whiteboard and together experiment with adding different initial letters to create rhyming words (“cat”, “fat”, “mat”, “sat”). After some practice, encourage the children to work with a partner to generate their own examples at the writing table, on the whiteboard, or with magnetic letters.
- Have word games and activities available that help students recognise high-frequency words, for example, matching games and magnetic letters. Provide bilingual word games and activities where appropriate.