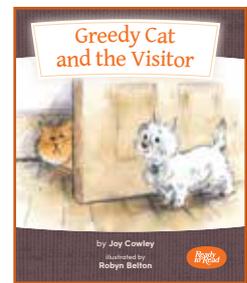


Greedy Cat and the Visitor

by Joy Cowley
illustrated by Robyn Belton

This text is levelled at Orange 1.



Overview

When Nan comes to stay at Katie's house, she brings her little dog Poppy with her. Poppy wants to play with Greedy Cat, but Greedy Cat is not interested. His back goes up, his tail goes up, and his claws come out. How will Greedy Cat cope with this unwelcome visitor?

Greedy Cat and the Visitor provides opportunities for students to “flexibly use the sources of information in 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 help them think more deeply about what they read” (*The Literacy Learning Progressions*, page 13).

This book also includes a note from Robyn Belton about the inspiration for the new character, Poppy.

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

Poems about cats: “Bedtime Cat” (poem card); “Catsways” (in the shared book *Splish Splash!*)

Other stories about pets: *Me and My Dog* (shared); *Nibbles* (Blue 1); *Watching the Game* (Blue 2); *Skipper's Happy Tail* (Blue 1); *No, Skipper!* (Blue 3); *Where's Nibbles?* (Green 2); *A Place to Sleep* (Green 3)

Light-hearted stories about making friends and adapting to new situations: *Dragons! Dragons! Dragons!*; *Monster's Lunch*; *The Crocodile's Christmas Jandals* (shared); *A Friend for Mateo* (Yellow 2); *Noisy House* (Blue 1)

Cross-curriculum links

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

Text characteristics

Greedy Cat and the Visitor has the following text features that help develop the reading behaviours expected of students reading at Orange.

A familiar setting (at home) and mostly familiar characters, allowing students to draw on their prior knowledge about Greedy Cat and his family

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

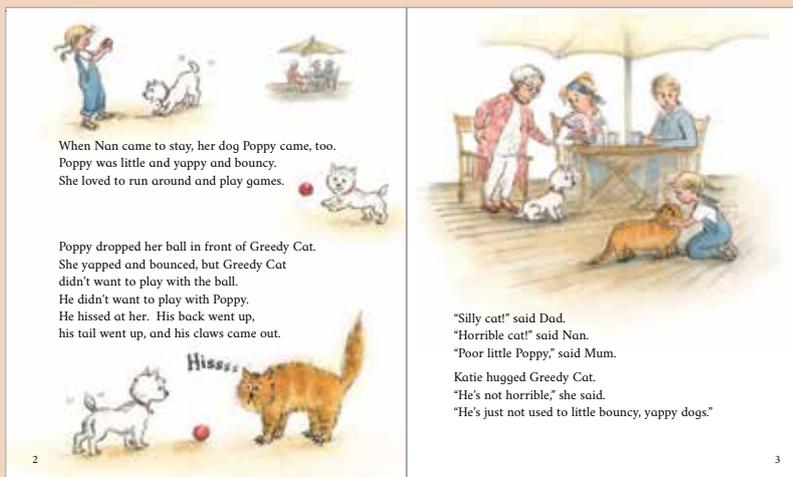
Illustrations that support the meaning and may suggest new ideas or viewpoints

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

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

- colloquial language such as “made a fuss of”, “went pink”, “my goodness”, “as long as”, “Hmmm”
- onomatopoeia (“splash”, “smash”, “crash”; “swished”)
- the articulated “ed” ending in “wicked” and the less common sound for “u” in “used”

A variety of sentence structures, including some with literary phrasing (for example, “Splash went the milk!”, “Down jumped Greedy Cat”, “In rushed Mum”) and some with indicators of time



Mostly familiar vocabulary, but also some words and phrases that may be new (for example, “yappy”, “bouncy”, “silly”, “horrible”, “made a fuss”, “splash”, “smash”, “crash”, “went pink”, “wicked”, “my goodness”, “greedy tricks”), including many descriptive verbs (“yapped”, “bounced”, “hissed”, “hugged”, “growled”, “padded”, “licked”, “rushed”, “cried”, “purred”, “swished”, “licked”) that are supported by the context, the sentence structure, and/or the illustrations

Reading standard: After two years at school

The Literacy Learning Progressions

Suggested reading purpose

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

To find out what happens when Greedy Cat has a visitor.

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, 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**)
- **evaluate** (form and justify an opinion about) the actions 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 by 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>
- A few days before reading, make the shared book *Greedy Cat* and other familiar Greedy Cat stories available for the students to reread and enjoy.

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 could also show a YouTube clip to clarify what a “bouncy, yappy” dog is like. You can find further information about features of texts that may need support at [ELLP](#).

- Tell the students you have another Greedy Cat story for them to read. Have them briefly recall Greedy Cat’s past antics.
- Read the title. Expect the students to infer that the little white dog is “the visitor”. Prompt them to use the title, the cover illustration, and their prior knowledge of Greedy Cat to predict what might happen in the story. *How is Greedy Cat feeling about having a visitor?* Briefly discuss what little dogs are like (you could draw on examples like Hairy Maclary). Feed in the words “bouncy” and “yappy” if they don’t come up in the discussion.
- Expect the students to recognise Katie on the title page. *Who is coming to visit?* Confirm that this is Katie’s grandmother (Nan) and tell them that the dog is called Poppy.
- Briefly discuss what is happening in the illustrations on pages 2 and 3. Check that the students know who everyone is. Have them summarise what they have inferred about the situation so far (that Nan has come for a visit with her dog, and Greedy Cat is not happy about it). Ask the students to think, pair, and share a question or a prediction about what might happen. Together, set the reading purpose.
- At this point, the students could begin reading. If you feel they need more support, you could discuss the illustrations on pages 4 and 5, finishing with predictions about the outcome of Greedy Cat’s antics on the table.

Monitoring the reading

- Observe the students as they read the story by themselves. Note their confidence and perseverance, their attempts to solve unknown words, and any instances of self-monitoring, cross-checking, and self-correction. Increasingly, the processing that students do at this level is “inside their heads” and may not be obvious until after they have read the story and you are rereading and discussing it as a group. Intervene on the first reading only 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 the student an opportunity to notice the error 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’s just not used to little bouncy, yappy dogs.”	“He’s just not us – ust ... (student stops reading)	Prompt the student to read to the end of the sentence to help with meaning. Remind them that “u” can have more than one sound. If necessary, tell them the word.
Greedy Cat sat on the deck and growled.	Greedy Cat sat on the desk and growled.	<i>He sat on the desk? Are you sure?</i> (An ELL student might not know what a “deck” is. In this case, tell them the word.)
He padding over to his chair in the corner.	He p ... (student stops and looks at the teacher)	<i>What else can you see in the word that will help you?</i>
Greedy Cat looked back at them and swished his tail	Greedy Cat looked back at them and sw ... (the student stops reading)	<i>That’s right so far. Now say the next part.</i> If the student reads the word correctly but seems unsure about it, reassure them: <i>That’s right. He swished his tail.</i>
“You wicked cat,” said Mum.	“You wacked cat,” said Mum. (student appears to be thinking of the word as a verb)	<i>Good try. The word is “wicked”. Mum is calling him a wicked cat. Let’s talk more about that later.</i>

- Other prompts that you could use include: *Does that make sense to you?; You said ..., can you find your mistake and fix it?; Does that look right and sound right?; What else could you check?; Look at the beginning/end of the word.; Were you right? How do you know?; What can you see that will help you?*
- 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 providing opportunities for the students to build vocabulary, comprehension, and fluency. Many of the discussion points listed here also lead naturally into after-reading activities.

- Enjoy the illustrator’s note together. Encourage the students to make connections to their own experiences of pets (or to the author’s notes in *Greedy Cat’s Door* or the shared book *Me and My Dog*).
- Remind the students of the reading purpose and have them summarise the main things that happened. (You could record the summary to use later – see After reading.) *Was there anything that surprised you?* Encourage the students to share their ideas about why Greedy Cat behaved as he did, especially why he jumped on the table and changed his mind about Poppy (there are several possible interpretations).

Encourage the students to form their own opinions, drawing on evidence from the text and their own experiences and prior knowledge.

- Support the students to also think critically about other aspects, for example,
 - what Nan meant when she said “As long as that cat doesn’t teach Poppy any of his greedy tricks”
 - why the story is called *Greedy Cat and the Visitor* when there are two visitors.
- Have the students reread the story, stopping to discuss points of interest. You could explore such aspects as:
 - the clues (in text and illustrations) to the feelings of the characters. You could record the students’ ideas on a chart as in the partially completed example about Greedy Cat below. (See also After reading.)

Page	Our ideas about how Greedy Cat is feeling	Our evidence
Cover	grumpy, annoyed, unfriendly	His eyebrows and mouth look grumpy. He’s staying behind the door.
title page	suspicious, annoyed	He’s looking at Poppy in a funny way and keeping back.
2	angry, unfriendly, annoyed	He didn’t want to play. He hissed, his back went up, and his claws came out.
3	happy, smug (pleased with himself)	Katie is hugging him and giving him attention. He is ignoring everyone else.

- the descriptive language. For example:
 - the words used to describe Poppy and Greedy Cat (“Greedy”, “little”, “yappy”, “bouncy”, “silly”, “horrible”, “poor”, “wicked”, “good friends”). Encourage the students to share words they would use to describe each animal.
 - the words (verbs and verb phrases) that describe what Greedy Cat and Poppy did. The students could act them out to build their understanding: *What does it sound like to yap? What does it mean for a cat to swish its tail? Show me how you “pad” across a room.*
 - the dramatic description on page 5. Encourage the students to read the page aloud, attending to the exclamation marks and emphasising the onomatopoeia (“splash”, “smash”, “crash”).
 - the expressive dialogue on pages 3, 6, and 8.
- how the students worked out (or tried to work out) unfamiliar words or phrases, for example, by thinking about what looks right, makes sense, and sounds right; looking for the biggest known part of a word; checking the illustrations; rereading or reading on to the next word or the end of the sentence. Discuss aspects they found challenging or surprising, for example, the “you” sound for

- “used”, the articulated “ed” ending in “wicked”, and the meanings of some of the colloquial language.
- the different forms of some words. Write “bounce”, “bounced”, “bouncing”, and “bouncy”, and then read the words together. Support the students to identify the root word “bounce”. Discuss how the endings “ed”, “ing”, and “y” affect the meaning of the words. Clarify their meanings by creating oral sentences together. Discuss the need to remove the “e” from “bounce” and double the “p” in “yap” when adding these suffixes. Either now or as an after-reading activity, you could experiment with other examples (such as “jumps/ jumped/ jumping/ jumpy”) including examples where the forms may be irregular (“run”, “runs”, “ran”, “runny”; “sleep”, “sleeps”, “slept”, “sleepy”).

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, 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 stories with similar themes or ideas (see Related texts) or other stories written by Joy Cowley or illustrated by Robyn Belton.
- The students can build their comprehension and fluency by rereading the story 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.
- Have the students draw a picture of Greedy Cat and Poppy at the beginning and end of the story and write a few sentences describing the change in their relationship and why they think it happened. Alternatively, they could add captions and descriptive labels to their pictures.

- To support summarising, the students could draw and write about five things (in sequence) that Greedy Cat did in the story. To provide more support, in particular for English language learners, you could give the students summary statements about the story (such as the ones below – but in random order) and have them work in pairs to sequence the statements. They could choose one or two to illustrate.

Nan came to stay, and she brought Poppy, who was yappy and bouncy.
Poppy wanted to play with Greedy Cat and the ball, but Greedy cat hissed at her.
When everyone made a fuss of Poppy, Greedy Cat sat and growled.
The next morning, Greedy Cat jumped on the table and knocked all the things off.
Then he went and sat on his chair in the corner.
Mum thought that Poppy had made the mess, but Katie knew that it was Greedy Cat.
After breakfast, Poppy sat with Greedy Cat and licked his ear.
Katie was pleased that Poppy and Greedy Cat were going to be friends, but Nan was worried.

- The students could work in pairs to complete the “feelings” chart about Greedy Cat (created when discussing the story) or they could create a chart for another character. The students could choose one or two examples of feelings from their completed charts (for example, happy, angry, sad, excited, surprised, worried, embarrassed) and draw and write about a time when they have felt that way.
- Build on the exploration of word structure started earlier. Give students copies of a chart (such as the one below) and have them work in pairs to complete the examples. Then have them choose three of the words to use in sentences. The students might also like to experiment with adding “er” to the root words.

Root word	“ed”	“ing”	“y”
bounce	bounced	bouncing	bouncy
yap			
pop			
fuss			
run			
flop			
jump			
sleep			